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ABSTRACT

With the announcement in 1964 by the New York State Regents that all 2-year colleges within the state system would be comprehensive, Nassau Community College expanded its offerings to include business career programs. Because of this commitment, the college decided tc examine student attrition in the business program. A general review of the literature suggests that remedying certain problem areas in community colleges might reduce their high attrition rates. With these possibilities in view, Nassau Community College proceeded to identify the reasons for dropouts from various business programs. Data were collected from school records and a questionnaire (included in an appendix) and interviews were conducted with the heads of business departments at eight other community colleges. Combining these data, the authors present findings, conclusions, and recommendations for such questions as admission criteria for business students as ccmpared with other freshmen, performance of students with or without business courses in high school, reasons for going to college, schools to which business students transferred, and job placement after attending Nassau. Tables are used to explain the findings. Other tables are included in the appendices. (RC)

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FINAL REPORT

A STUDY OF STUDENT DROPOUTS FROM VOCATIONALLY ORIENTED BUSINESS PROGRAMS AT NASSAU COMMUNITY COLLEGE

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NASSAU COMMUNITY COLLEGE
Garden City, New York

In Cooperation With

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
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A STUDY OF STUDENT DROPOUTS FROM VOCATIONALLY ORIENTED BUSINESS PROGRAMS AT NASSAU COMMUNITY COLLEGE

by

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July 1970

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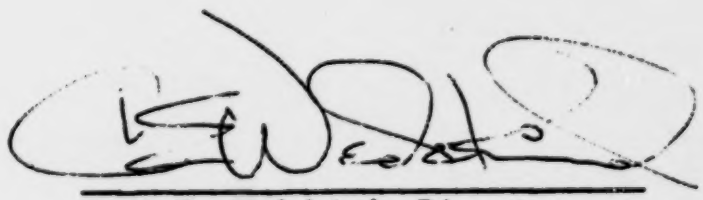
FOREWORD

The failure of apparently qualified students to complete the requirements for college graduation has long been a problem recognized by conscientious administrators. The college "dropout" has been the subject of many recent studies. The effort presented here is an attempt to survey motivators, arrive at conclusions, and to present general recommendations which, if implemented, may help reduce attrition rates not only in the area of vocational business training but in all fields.

This study has also produced indicators which may lead the community college to be of more service in filling the needs of individual students as J.E. Kysar, Director of the Northern Illinois University's Health Services has said: "... more than a few dropouts are filled with resentment... resulting in defiant and rebellious attidues." This study has postulated several ideas which may quell a student's resentment and aid him along a path of fruitful endeavor.

Miss G. Geraldine Dickson, Associate in Education Research, was project monitor and coordinated this document for publication.

Educators wishing additional copies should contact the Bureau of Occupational Education Research, Education Building Annex, Room 468, Albany, New York 12224.



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CHAPTER ONE

INTRODUCTION

Nassau Community College, one of the 2-year institutions within the State University of New York complex, started its operations in February 1960. At that time, the college was dedicated almost exclusively to a program in the Liberal Arts. Included in the curriculum offerings was a program in Business Administration which was advertised as a transfer program and included little in the way of technical and vocational preparation for work. Although it was possible for students to use some of the technical knowledge to secure employment after leaving Nassau, the Business Administration curriculum was designed for maximum transferability and, therefore, could not be considered as a career-oriented program.

With the announcement of the New York State Regents dictum that all 2-year colleges within the State University system were to be comprehensive in nature, Nassau turned its attention toward the development of career programs. This discussion began during the 1964-65 academic year and was to result in the evolution of a number of career-oriented programs centered primarily in the business area. In September of 1965, a fledgling retail business management program was initiated, but the real commitment to a formidable group of career-oriented programs took place at the beginning of the 1967-68 academic year.

At that time, career-oriented programs were started in data processing, marketing, secretarial science (with suboptions in executive, legal, and medical secretarial majors) and, finally, an increased student enrollment in the retail business management program.

All the necessary prerequisites for the incorporation of new programs in the college offerings had been designed; goals and objectives of the various curriculums had been established; admissions criteria had been set; counseling procedures assured students of individual attention; initial job opportunities for graduates were identified; carefully structured curriculums, with emphasis on both technical and liberal arts courses, had been designed.

Because this commitment to career programs was now a serious one, and because the college had little in the way of attrition experience with these programs, and because the college might be in error were it to rely upon the experience of sister institutions in this area, the investigators suggested a study of the business career-oriented student attrition. They would undertake to study the attrition of all students who entered the business career programs during the fall 1967 semester as full-time students.

The college is now committed fully to the concept of comprehensive offerings indicated by the following excerpt from its 1968-69 Bulletin:

> Nassau Community College is founded in the conviction that a community of scholars can pursue their traditional disciplines in response to the needs, interests, and dreams of a community of citizens in a modern society. In that pursuit, teaching and service become the touchstones of the dynamic interplay between scholars and citizens.
>
> Nassau Community College is, furthermore, founded in the belief that 'A man's reach should exceed his grasp,' and because no one knows for sure how far a man can reach or how much he can grasp, education at Nassau is designed so that each student can discover himself and his own capabilities. Nassau, then, is a comprehensive community college. It not only offers studies in liberal arts, but it also provides a rich offering of career oriented programs as well as the opportunity for students of every age to pursue their individual interests during the day, the evening or the summer. (p. 7)

CHAPTER TWO

REVIEW OF LITERATURE

The great demand for, and supply of, higher educational opportunities in this country over the last 20 years makes it imperative that the various states, and the public and private institutions within those states have a clear idea of their educational aims. To offer training without a good understanding of the objectives of that training is to invite criticism and, in some cases, danger. Educators need to know not only how people should be trained, but who should be trained and for which programs. This is stressed by Neilan (1963):

> If we insist that all our youth should complete our present high school and college courses, we shall aim blindly for a dream which is neither attainable nor desirable for some youth. It is essential that we acknowledge human differences and limitations, and attempt to match our educational standards still further without achieving our main objective, which is to educate our youth to the maximum practicable extent to produce efficiently, consume wisely, and participate fully in our present swiftchanging but still free society. (p. 5)

The need for knowldege has had a profound influence on the nature of work in this country. It is commonplace to hear of the woe that befalls those in our society who enter the world of work without adequate technical preparation. In his address to the Mid-west Technical Education Center and the American Association of Junior Colleges, Norman C. Harris (1966) made the following point:

> Community college education for the seventies and beyond must respond to change. It must be recast in a form and substance which includes occupational education as a major function. All of the following factors must be dealt with as we plan anew for the permanency of change.

The explosion of scientific and technical knowledge, the scope of which nearly doubles every decade.

The hard fact that in our society education stands between man and his job.

The virtual disappearance of unskilled (common labor) jobs, contrasted with a critical manpower shortage in semiprofessional and technical (middle manpower) fields, and the continually changing requirements in the 'manpower mix' of a nation facing up to the future.

The realization that a 'disaster gap' is already opening up between those Americans with advanced education and those with little education.

The needs of youth and adults are summarized in the new relationship between man, education, and work. In a former day, 5 percent of Americans dealt with ideas, and the other 95 percent worked! Today, more than half the labor force works at jobs whose intellectual content demands education and training which can best be offered in colleges. Lack of education is today's guarantee of leisure.

Education is never terminal. Just as change is a permanent fixture of our society, so is continuing education the key to continued economic productivity in the decades ahead. (pp. 60-61)

As the discussion about the need for education is narrowed to those institutions which are prepared to provide it, increasing emphasis is placed on the community college as a major instrument of higher education. In the investigators' opinion no one has pointed out the ascending nature of the community college in the higher educational scene better than Jane E. Matson (1966). She states:

> The community college is emerging into what may be the most crucial period in its relatively brief history as a part of the American educational system. As the demand for educational opportunity expands in all dimensions, the pressure on education to provide experiences appropriate for the diverse student population will steadily mount. (p. 3)

No discussion of the changing programs in our colleges would be complete without some reference to automation and data processing. Business curriculums in the college, in addition to containing full programs in data processing, are incorporating within main programs (like accounting and secretarial science) either courses or major units on data processing. Referring to Harris (1966) again, he points out that a key factor that must be taken into consideration as we plan for the changes ahead is "...the impact of automation and the flow process industries on men and jobs."

There is general agreement that both technical and liberal arts programs are needed. Controversy has arisen about the content of each in terms of what is to be offered and also in terms of the percent of a student's time that should be devoted to each. Neilan (1963) touches upon this problem as follows:

> The two basic trends in education, and the accompanying controversy, are now coming into collision with a new era of expanding population and manpower. Youngsters will be under increasing pressure to acquire a better education, and the debate over whether education should be academic or functional, and as to what combinations of the two are practicable, will persist and perhaps increase. More of our youth will be under compulsion to obtain high school and college diplomas. High schools and colleges will be under greater stress to educate an increasing proportion of these young people up to their aspiration. (p. 5)

Cosand (1966) stresses the importance of the dual nature of technical programs when he writes:

> The technical programs, to be effective, demand careful consideration by all staff members and counselors and by representatives of business and industry. These groups are responsible for seeing that the technical programs prepare the students for citizenship as well as for employment, for cultural appreciation as well as for occupational success. (pp. 193-194)

The changed educational patterns in society, which pour into the labor force millions of workers who will and have been trained in the colleges of the country, place a particular responsibility upon the institutions which train these people to provide them with adequate backgrounds in both the technical and the general education disciplines.

Harris (1966) states the following:

> The urgent need in our society for millions of well-informed and well-trained citizens--people who can both think and do--and the gradual disappearance of the former bi-polar society in which the well-educated few did all the thinking and the poorly educated masses did all the work.... (p. 60)

He also insists that we must come to grips with "...the increasing complexity of everyday life and all of its facets--cultural, intellectual, and occupational." If we agree that technical curriculums have a legitimate place in the colleges of the country, and in particular in the community colleges, then it follows that proper occupational and vocational information should be available to those who plan these programs and also to those who are students within them.

Blocker (1966) suggests that:

> A federal agency should develop and disseminate comprehensive occupational information to community colleges. (pp. 76-77)

In a survey of 37 junior colleges in Illinois, it was pointed out that a minimum of vocational counseling took place within these institutions. Obviously, this state of affairs would have to be reversed if the attrition rates are to be decreased. (The survey showed that personnel services were not meeting the students' needs. Little provision was made for the student during off-campus hours and a minimum of vocational counseling took place.)

The community college, as the newest institution of higher learning on the education scene, must of necessity take a leading role in the innovative programs. Because the student population which goes to these colleges is more diverse than that which enters the bulk of our 4-year colleges, the business career programs in the community colleges have students at both ends of the intellectual spectrum. Blocker (1966) states it in this way:

> A number of community colleges should be selected as demonstration centers in which innovations in guidance and occupational education could be tested.

It is also axiomatic that most business career programs in the 2-year colleges accept those students for admission who might otherwise not be acceptable to the colleges at large. Business educators at the 2-year institutions are proud of their record of helping youngsters who might otherwise have been cast upon the nonskilled population heap.

Cosand (1966) must certainly have had this in mind when he wrote:

> Lower-division colleges must develop a curriculum for the student who, though he has potential for achievement, did not do well in high school. The hostility of these underachievers must be understood by the curriculum developers and teachers. It isn't feasible simply to repeat the same high school courses over in college and call the curriculum "remedial" or "developmental." There must be new content, new teaching methodologies, new approaches to the students, many of whom come from homes which, because of environmental deficiencies, have fostered all kinds of insecurities and anxieties. (p. 193-194)

Special efforts must be made to recruit and train the kind of personnel required by the community colleges to develop these programs. This involves both teachers and administrators, since both have important contributions to make to the development of the philosophy of an institution and also to the specific curriculums which are offered by those schools.

This is important, in particular, in occupational education.

Blocker (1966) suggests:

> Universities should organize and conduct high quality in-service training programs for community college personnel, such programs to be carried on during each academic year. Community colleges should encourage faculty participation by making adjustments in personnel assignments and financial subsidization of tuition costs. The primary emphasis of such programs should be in social and behavioral sciences and, at least in some instances, in student personnel work. (pp. 76, 77)

Gleazer (1966) puts particular emphasis on the need for an enlightened administrative leadership in the community colleges when he writes:

> Step up efforts to identify, recruit, and prepare administrative leadership for community colleges. The community college must be sensitized to its environment. A kind of perpetual inventory must be maintained of manpower needs and developments. But this is not a matter of knowledge alone. It is also a product of a posture, a point-of-view, sensitivity, and perception. There is required a high order of administrative ability to establish communication with the environment of the college as well as to see the organization of a system of intelligence which will provide information necessary for indicated change. (pp. 7-9)

Cosand (1966), in an extension of his thinking about special programs for underachievers, suggests that:

> The development of a curriculum for these students must have the best creative thinking of all staff members, especially counselors. And, before the curriculum is imposed upon the students, they should have an opportunity to react through experiences in experimental courses. Once researched and developed, the curriculum will be ineffective unless taught by teachers with exceptional abilities and insight. To salvage these thousands of underachievers requires the best teachers we have, not the least experienced or least able. (pp. 193, 194)

Gleazer (1966) makes several other recommendations, some of which would involve the community colleges with agencies of government and with private employers. His suggestions have the merit of making the community college relevant not only to the immediate community but also to the State and to the Nation at large.

> Greatly expand the few efforts now extant for identification, recruitment, and preparation of teachers in the occupational fields. Such activities should involve colleges or universities with graduate programs, community colleges, and the occupational community.
>
> Urge occupational groups (employers) to provide either summer working opportunities or leave-of-absence jobs so that teachers in occupational education have frequent experience in the field for which they are preparing personnel.
>
> Work with occupational fields toward an arrangement similar to that of the visiting scientist under N.S.F. funds whereby it is possible to arrange for a competent representative from an occupational field to spend two or three days or even a semester in residence at the institution or in visits to a series of institutions. This procedure has worked well with physicists, psychologists, chemists, etc. It would be equally helpful if it included representatives of employers in the semiprofessional and technical fields. (pp. 7-9)

Student attrition at junior colleges is a major concern of the student personnel departments. In fact, a major reason for the existence of such departments is the minimization of attrition. Matson (1966) points out that:

> Student personnel services have a vital role in meeting its responsibility. When effectively implemented, all student personnel functions are related to the achievement of the basic objectives of the junior college. (p. 3)

In describing his concept of student personnel services for occupational education, Blocker (1966) suggests that:

> Federal funds should be made available for fellowships for the training of at least 500 guidance specialists each year. Recipients of these grants should come from college and high school faculties and should complete at least 30 graduate hours in social and behavioral science and personnel work. (p. 76)

That student personnel departments in the 2-year colleges leave something to be desired is stressed by Matson (1966):

> There is considerable evidence that student personnel programs have not yet achieved the level of effectiveness necessary if the broadening mission of the junior college is to be successful. In fact, there are those who believe that the ultimate success in meeting the challenges which face the junior college in the coming decade depends upon the quality of the student personnel services provided. Steps must be taken quickly to improve the implementation of the college functions related to the student personnel areas. (p. 3)

Blocker (1966), too, proposes that community colleges be sensitive to the effectiveness of their student personnel departments when he writes:

> Community colleges should immediately examine the administrative organization with a view to improving guidance functions. This analysis should include a realistic study of personnel needs, a definition of functions to be performed, and internal reorganization of the institution to insure more effective service to students. (p. 77)

And though no suggestion has been made that student personnel programs be uniform in community colleges throughout the country, or even in a region, each college must identify for itself its student personnel objectives and should set criteria for its own evaluation. Blocker (1966) puts it this way:

> Criteria for the evaluation of student personnel programs should be developed and applied to such functions in community colleges in an attempt to improve service to students. (p. 77)

From time to time, junior colleges throughout the country have been subjected to the charge that they are nothing more than upgraded high schools; that, in fact, they are merely extensions of secondary schools. That this is not so is obvious to those who have been associated actively with the community college movement and also to those who have graduated from those institutions. This fact has important implications for student personnel departments of the junior colleges, for they are dealing essentially with young people whose needs and aspirations may have changed radically from their days in high school. Johnson (1966) pointed this out in his study of personnel services in Illinois junior colleges.

> What is the significance of this for the "poor nephew" of both the high school and the university--the junior college? The junior colleges are caught betwixt and between. Some administrators have felt that since most of the students who attended two-year institutions live at home, their needs are more like those of a high school population than of their peers in four-year residential colleges. The student is not a high school student, however, and his needs and interests are different from those being adequately met by present guidance programs. Others believe that a university-type program is needed, but that since so many of the students come to campus only for classes, such an approach is not economically practical. As a result, the development of personnel services at the junior college level has lagged behind that of both the high schools and the colleges so far as adequately meeting the needs of the students is concerned. (p. 236)

And finally, in this discussion of student personnel services, the point should be made that effective articulation programs between guidance departments in the high schools and in the community colleges which serve those high schools should be perfected. Those who are knowledgeable about

admissions problems in the community colleges understand that a good number of the problems arise because of ignorance on the part of high school counselors. Without assessing blame for this state of events, it is imperative that student personnel from both groups work together harmoniously with a common understanding of the goals and objectives of community college education. Blocker (1966) has this to say about it:

> There is little quarrel today with the proposition that the bulk of our occupational training programs above the high school level should be offered by the two-year colleges. A good many four-year institutions have phased out programs in business career areas: for example, retailing and secretarial science. (pp. 76, 77)

Neilan (1963) puts it this way:

> If the trend in our nation is to educate students for occupations, then the most obvious place for this education is the two-year college. Rising costs of four-year schools, more demanding educational standards and the need for adult continuing education point to the need for the expansion of the two-year college in America. (p. 5)

Harris (1966) stresses:

> Recognition of the fact that much, if not nearly all, of the occupational education of the future will have to be conducted at post-high school levels. (p. 60)

Career programs are definitely a part of the community college scene, and a good number of these programs are found in business education. Though these areas are looked upon by some in academia as dumping gounds for students with low academic achievement, much positive work has been done by the 2-year colleges to develop curriculums which are attuned to the needs of society. The record of student placement in jobs upon graduation, even for dropouts, has been nothing short of remarkable. Cosand (1966) admonished us, however, to improve technical programs when he states that:

> Programs in technical education are an essential part of our present collegiate society, and will become even more so as scientific advances in business and industry continue. The community junior colleges, and some four-year colleges such as Southern Illinois University and California State Polytechnic College, are responsible for developing technical curricula which will make the student employable after one or two years of college. If these colleges were doing their job, they would be enrolling half of their students in quality technical programs. However, vocational curriculum development has too often been neglected, with the result that teaching has been ineffective and the student has been deprived of a real educational opportunity. Parents, high school teachers and counselors, and college teachers and counselors have tended to sanctify the A.B. degree and to look down on the technical curricula as below college level. The results have been low enrollments in the technical programs, high enrollments in the respectable "academic" curriculum, and dropouts and failures by the hundreds of thousands. (pp. 193, 194)

Harris (1966) is even stronger in his denunciation of those who will not recognize occupational education as essential to the Nation's well-being.

> The educational program of the future must seek new directions. Emphasis must be put on education and training for middle-level youth and for the slow learner, as well as on education for academically superior youth. We cannot continue to put three-fourths of our junior college educational effort on the needs of one-fourth of the students. Middle-level youth in junior colleges outnumber "superior" youth by three-to-one. It is high time that we stopped neglecting their educational needs--high time that we stopped regarding occupational education as being somehow not respectable. The needs of average students are also the nation's needs in this era of change. The junior college can serve all of its students and the nation in the decades ahead. It is our challenge to see that it serves both well. (p. 61)

In an effort to make business career programs more meaningful for students and also to relate community colleges as closely as possible to the communities they serve, work experience programs have been developed in certain business curriculums. These cooperative training programs, which make work a relevant experience to students and also give them an

opportunity to pay for their college costs, may have an important bearing on the problem of attrition. Gleazer (1966) suggests that we:

> Greatly expand "work experience" programs. The community college, located as it usually is in a city, has a built-in asset in its proximity to the occupational life of the community. In some community colleges 60 percent of the students are working part-time. There are distinct advantages to their working at jobs related to their teaching. Good planning and coordinating are required. However, not only are there distinct values to the student from the standpoint of on-the-job experience which gives realism and motivation to this work; there is the added value of assuring that the college program is tested daily in the actual work setting. We should give consideration to a dramatic increase in work experience programs. (pp. 7-9)

Technical curriculums are not immune to the ravages of poor teaching. At the same time that pertinent occupational curriculums are being developed, and also when attention is being paid to the kind of student who may profit from technical curriculums, we must not lose sight of the need for relevant learning experiences. Cosand (1966) insists that:

> In addition to developing these (technical) curricula, we must examine and develop new teaching methods. The two, curriculum and teaching, are forever joined; and one, if weak, can render the other impotent.

Though much has been written about general college admissions criteria, there is a dearth of literature in this area as it pertains to technical curriculums. In one study reported by Hoyt (1966):

> A.C.T. scores and high school grades were about equally predictive of college grades. Combined, they possessed useful predictive validity for these "non-academically" oriented students. The level of predictability was, however, reduced over that typically obtained from such data.

Admissions criteria in business career programs in community colleges vary greatly from school to school. Even within a state there is a wide variation in what the colleges are looking for in a student's background. This state of affairs is deplorable and the colleges, and perhaps the state universities, should move ahead vigorously to develop some standards by which colleges can set valid admissions criteria.

Blocker (1966) has suggested that:

> Admissions criteria having nationwide applicability to occupational programs should be developed and made available to all community colleges.

The open-door policy so enthusiastically espoused by some community college faculty is subjected to much abuse. As a matter of fact, there are numerous variations of the open-door concept in the community colleges and here, too, some effort needs to be made to standardize the practice of the open-door concept. Attrition is most assuredly affected by an open-door policy.

Urban and suburban community colleges are making particular efforts to care for the large number of disadvantaged and underachievers who might profit by 2 additional years of education beyond the high school.

Coultas (1964) points out that the Los Angeles area colleges are offering solutions to many of these problems. He indicates that the junior colleges in an urban center faces many unique problems. Among those he mentions are an increase in low achievers due to admissions policies, an increase in self-segregation, lack of identification and community pride.

Though we know why students leave college, the attrition rate is far from understood. Summerskill (1962) points out that:

> Research on college dropouts has a history of at least 40 years and the attrition rate has not changed appreciably during that period.

He further states:

> One might hypothesize that attrition rates for individual institutions have varied markedly over time and that only the gross rates have remained stable. However, there is a little evidence to support such a contention and it behooves the researcher to explore other explanatory factors. (p. 630)

Plaguing all researchers in their attempt to understand the student attrition problem is a rather undefined characteristic in all students. Kubie (1966) has this to say about it:

> There is what might be called a "latent dropout potential" in every student population which long antedates its appearance in manifest form in high school, college or later life. (p. 23)

In order to understand the attrition problem more intelligently, he insists that:

> ...we must undertake intensive comparative studies of statistically adequate representative samples of dropouts and non-dropouts alike. (p. 25)

Knoell (1966), one of the outstanding researchers in community college education, asserts that:

> A new many-pronged attack on attrition research is needed. (p. 69)

She then indicates the danger in not coming to grips with the attrition problem in community colleges.

> One of the most serious gaps in our knowledge of dropouts as a potential loss of talent is in the area of the junior college. It is fairly well established that a large percentage of the high school graduates who enter two-year colleges fail to complete certificate or associate degree programs. (p. 79)

With regard to the reasons for attrition, she indicates:

1. Academic factors, motivation, and finances are important determiners of attrition.

2. Illness and injury account for a small part of attrition.

3. Social factors are inconclusive reasons for attrition. (p. 66)

As we view the future, we must take into account the possible reasons why attrition rates may not be the same as they have been in the past. We should be cognizant of the changing college population as more opportunities open to high school graduates and as the pressure for education of some kind to meet the demands of the work world impress themselves upon high school youth.

Knoell (1966) has suggested the following possible reasons:

1. Increase in number and percentage of students going to college. More heterogeneity. (p. 67)

2. Growth of community colleges. (p. 67)

3. The development of attractive one- and two-year vocational programs in the junior colleges which lead to immediate employment, rather than transfer to 4-year institutions, and the failure of researchers to take account of students in these terminal programs in dropout studies. (p. 67)

4. Improvements in the quality of the entering college freshmen. (p. 67)

5. The bases for initial choice of college are clear neither to the researcher nor (probably) to the high scool seniors and their parents who made the choices. (p. 68)

Though freshmen enter college with certain definite characteristics, it should not be assumed that these are immutable. The fact is that colleges, through the teaching and guidance opportunities offered to students, may have an important bearing on the development of the students.

This fact has important implications in the attrition mix. Knoell (1966) points out that:

> Some characteristics of entering students are fixed or static, but others can and should change as a consequence of education and/or maturation. (p. 79)

One should be cautioned not to view a dropout from college as a failure. There are any number of cases of student dropouts who have gone on to successful careers without college degrees. In fact, many of these people have indicated that what they had experienced in college stood them in good stead as they moved up the promotional ladder in the world of work. This was pointed out decisively by Yoshino (1958).

> Even though a number of students drop out of college at the end of the first year, they feel they have derived some educational and social benefits from the experience. They believe they have profited personally and that they will be better citizens.

In one study of attrition, James Cowhig (1963) found that poor grades ranked rather low as a reason for dropout. This indicates that we should look elsewhere to determine why people leave college.

REASONS FOR LEAVING COLLEGE FOR 1,162,000 PERSONS 16 to 24 YEARS OF AGE WHO ATTENDED BUT DID NOT GRADUATE FROM COLLEGE: UNITED STATES, OCTOBER 1959

Reasons Not Now in College	Total	Male	Female
Number (in thousands)	1,162	507	655
Percent	100.0	100.0	100.0
Lost interest	15.0	15.4	14.6
Poor grades	2.7	5.5	0.5
Lacked money	18.3	27.6	11.1
Took job	20.9	21.5	20.5
Military service	4.1	8.9	0.3
Marriage	22.8	6.9	35.1
Other	15.9	13.8	17.6
Not reported	0.3	0.4	0.3

(p. 333)

Since we have imprecise information about attrition in career-oriented programs, it would be wise for individual institutions to study the reasons for dropouts at their own schools. This has been pointed out by Knag (1954). As a relatively young community college and with brand new business career programs, it is most important that Nassau Community College undertake an examination of how its business career-oriented students fare. This study would give a direction to the College Business Division. An evaluation of the data should provide the administration and faculty with a means by which they might strengthen their present programs.

CHAPTER THREE

STUDY DESIGN

STATEMENT OF PROBLEM

The problem studied was the nature of, and the reasons for, dropouts from the Business Career programs at Nassau Community College. Some answers were sought on how attrition could be minimized before the college embarked upon additional vocational programs.

OBJECTIVES

1. To identify the reasons for dropouts from the various business career programs at Nassau Community College.

2. To identify areas and make appropriate recommendations that might be implemented so that student failures and withdrawals could be reduced.

QUESTIONS

1. Are Nassau Community College's admission criteria for its Business Career Programs valid predictors of student success?

2. Do nonacademic factors, (socioeconomic conditions, extra-curricular activities, work experience, age, sex) account for a significant part of the attrition rates in the Business Career Programs at Nassau Community College?

3. Do students who have taken business courses in high school show lower attrition rates from Business Career Programs at Nassau Community College than students who have not had any prior business courses?

4. Do students who have taken business courses in high school achieve higher grade-point averages at Nassau Community College than those who have not had any business courses?

SAMPLE

The students in this study were those who entered a Nassau Community College Business Career Program as full-time freshmen during the Fall 1967 semester. In general, a minimum high school average of 70 and a minimum combined scholastic aptitude test score of 800 were the criteria for admission as full-time Business Career freshmen. Comparable figures for the College's transfer programs were 75 and 900.

The students were enrolled as follows:

Data Processing	60
Marketing/Retailing Business Management	90
Secretarial	115

DEFINITIONS

Remaining Students - those who entered Nassau Community College as full-time business career freshmen in September 1967 and registered as full-time students in the same program in September 1968.

Dropouts - those who entered Nassau Community College as full-time business career freshmen in September 1967 and withdrew from the college prior to September 1968 for reasons other than transfer to another institution.

Transfers - those who entered Nassau Community College as Business Career freshmen in September 1967 and transferred to another institution prior to September 1968.

DATA

The procedures for data collection were as follows:

TYPE OF DATA	HOW GATHERED
Students' high school records S.A.T. scores Average	High school transcripts
Vocational and future educational goals while college freshmen	Questionnaire
Reasons for enrolling in a Business Career Program	Questionnaire
Scholastic performance at Nassau Community College	College records
Extracurricular involvements at the college	College records
Work experience while full-time college students	Questionnaire
Socioeconomic status as college freshmen	Questionnaire
Reasons for leaving Nassau Community College (for dropouts only)	Questionnaire
Reasons for transferring to other Nassau Community College programs	Questionnaire
Initial activity upon leaving Nassau Community College (for dropouts only)	Questionnaire
Students' evaluations of Career Programs in which they were enrolled	Questionnaire
Present status (worker, military service, etc.) (for dropouts only)	Questionnaire
Vocational and future educational goals	Questionnaire
Present salary levels (for dropouts only)	Questionnaire

QUESTIONNAIRE

The questionnaire instrument was a modified form of one designed by Robert E. Iffert. Iffert's questionnaire had been used as part of a study entitled Retention and Withdrawal of College Students, Bulletin 1958, No. 1, published by the Office of Education, U.S. Department of Health, Education and Welfare.

The modified questionnaire was administered to 45 Business Career students at Nassau Community College who were not included in the study. The results helped the validation of the questionnaire for use in the study. None of the 45 students encountered difficulty in responding to the questionnaire items.

PROCEDURES FOR SECURING QUESTIONNAIRE RESPONSES

1. A letter was sent to the students who had either withdrawn or been dropped from the Business Career Programs before the beginning of the second year (fall 1968). The letter (Appendix I) outlined the purposes of the study, indicated that the questionnaire would follow shortly, and requested cooperation.

2. The questionnaire (Appendix J), with a covering letter, was mailed to the above group.

3. A followup letter (Appendix I) was sent to those who had not responded.

4. Phone calls were made to those who had not responded to the followup letter.

5. An amended form of the questionnaire (Appendix K) was administered to the remaining students in class. Questions relative to dropouts were not included in this questionnaire. The form was mailed to those who could not be reached in class.

6. A followup letter (Appendix I) was sent to those who had not responded.

7. Phone calls were made to those who had not responded to the followup letter.

STUDENT RECORDS

The students' high school transcripts and all other pertinent records were made available to the investigators by the Nassau Community College Registrar.

INTERVIEWS WITH 2-YEAR COLLEGES

In order to compare Nassau's Business Career Program attrition experience with that of other 2-year colleges, the investigators secured information from the following institutions:

Broome Technical Community College
Dutchess Community College
Monroe Community College
New York City Community College of Applied Arts and Sciences
Orange County Community College
Rockland Community College
Sullivan County Community College
Westchester Community College

Questions asked of business chairmen during these visits included:

1. How many freshmen are enrolled in Business Career Programs?

2. What are the criteria for admission?

3. Who advises Business Career students?

4. What are the main reasons for dropouts?

5. How can the attrition rate be reduced?

6. Do dropouts have an exit interview?

The information gathered from these institutions is reported in Appendix H.

CHAPTER FOUR

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The findings include data from student records, questionnaire results, and interviews with 2-year colleges.

I. STUDENT RECORDS

Table 1 shows how the students in the study compared with other entering freshmen on the college's admission criteria: high school average and scholastic aptitude test scores--math and verbal.

The mean high school average of the Business Career freshmen was close to the average for all freshmen. The minimum acceptable average for the former was 70 compared to 75 for the other areas.

However, the scholastic aptitude test score averages for the business career students were below the college averages, and were the lowest of all the areas in both math and verbal.

Table 1

NASSAU COMMUNITY COLLEGE FRESHMEN PROFILE - SEPTEMBER 1967

AREA	MEAN HIGH SCHOOL AVERAGE	MEAN SCHOLASTIC APTITUDE TEST SCORES	
		MATH	VERBAL
Business Administration	75.8	488	457
Business Career	76.7	471	446
Engineering Science	79.0	588	498
Liberal Arts	76.5	500	478
Nursing	78.2	476	508
Average - All Areas	76.5	495	471

Table 2 indicates the predictive qualities of the three admission criteria as related to the students' 1-year college grade point averages. Due to dropouts at the end of the first semester and the unavailability of some scholastic aptitude test scores, the data include 179 of the total sample of 265. The correlations were computed by the Pearson Product Moment method.

Table 2

CORRELATIONS OF GRADE POINT AVERAGE WITH ADMISSION CRITERIA

VARIABLE 1	VARIABLE 2	CORRELATION
Grade Point Average (1 year)	High School Average	0.14
Grade Point Average (1 year)	Math SAT	0.05
Grade Point Average (1 year)	Verbal SAT	0.72

CONCLUSION

The very low correlations in Table 2 indicate that none of the admission criteria is valuable for predictive purposes in the Business Career programs.

RECOMMENDATIONS

1. The Admissions Office and the Business Division should study the problem of appropriate admission criteria for Business Career students.

2. An open door policy for Business Career students should be established. This policy should be implemented pending the completion of the study recommended in 1 above.

Table 3 shows the retention and attrition experience of the Business Career students when classified according to business courses taken in high school. Those who had taken business courses and remained in the program

comprised 32 percent of the total student group, compared with 28 percent for remaining students who had not taken business courses. Only 10 percent of the dropouts and transfers had high school business courses to their credit, compared with 30 percent who did not.

Table 3

COLLEGE PERFORMANCE OF STUDENTS
WITH AND WITHOUT HIGH SCHOOL BUSINESS COURSES

	DROPOUTS/TRANSFERS		REMAINING STUDENTS	
	NUMBER	PERCENT	NUMBER	PERCENT
Took business course in high school	25	10%	85	32%
Did not take business course in high school	28	30%	75	28%
Total dropouts/transfers	105	40%		
Total remaining students			160	60%

Table 4 includes the student's grade point averages related to business courses taken in high school. Of 105 dropouts, 24 percent had taken high school business courses while 76 percent had not. When grade point averages at the college were compared, those with high school business courses did better than those without the courses.

Table 4

COLLEGE GRADE POINT AVERAGES RELATED TO HIGH SCHOOL BUSINESS COURSE BACKGROUND

	NUMBER			PERCENT			GRADE POINT AVERAGE	
	TOTAL	DROPOUTS/ TRANSFERS	REMAINING STUDENTS	TOTAL	DROPOUTS/ TRANSFERS	REMAINING STUDENTS	AFTER 1 Semester	AFTER 2 Semesters
Took business course(s) in high school	110	25	85	42%	24%	53%	2.64	2.64
Did not take business course(s) in high school	155	80	75	58%	76%	47%	2.40	2.40
TOTAL	265	105	160	100%	100%	100%	-	-

CONCLUSION

The data in this sample indicate that students who completed business courses successfully in high school achieved higher grade point averages and stayed longer in college Business Career programs than did their counterparts. The differences in achievement between the two groups suggest a motivational and/or experiential influence based upon prior (high school) experience.

RECOMMENDATIONS

1. The college should consider including high school business course grades in determining high school averages for Business Career students. At present, these grades are omitted in the computation of averages.

2. The Admissions Office should give added weight to an applicant's high school business course background in determining his acceptance into Business Career programs.

Table 5 indicates the retention and attrition experience of the Business Career students at the end of 1 year in the program. The overall attrition rate of 40 percent includes transfers, voluntary withdrawals, and college-imposed withdrawals. Attrition rates were not available for other academic areas of the college.

Table 5

RETENTION AND ATTRITION OF BUSINESS CAREER STUDENTS
SEPTEMBER 1967 - JUNE 1968

AREA	NUMBER		PERCENT	
	DROPOUTS/ TRANSFERS	REMAINING STUDENTS	DROPOUTS/ TRANSFERS	REMAINING STUDENTS
Data Processing	25	38	10%	14%
Marketing/Retailing	35	53	13%	20%
Secretarial Science	45	69	17%	26%
Total Dropouts	105		40%	
Total Remaining		160		60%
Total Number	265		100%	

CONCLUSION

The 40 percent attrition rate after two semesters in the Business Career programs does not indicate strong student retentive capabilities of those programs.

RECOMMENDATIONS

The Business Division should conduct continuing studies to determine

1. Whether the attrition rate of Business Career students remains stable over several years,

2. Whether the rate of attrition is due to defects in the Business Career programs,

3. Whether the rate of attrition is acceptable in terms of the objectives and goals of the Business Career programs.

4. Whether the rate of attrition of Business Career students is comparable to the attrition rate of the other college programs. This would necessitate (and is most strongly recommended) the collection of data and computation of such rates for other academic areas of the college.

II. QUESTIONNAIRES

RETURN OF THE QUESTIONNAIRES

1. Remaining Students:

One hundred and sixty questionnaires were either administered in class or mailed. One hundred and fifteen were returned, representing 72 percent of the group. One hundred and five of the 115 questionnaires were usable, leaving an overall rate of 66 percent.

2. Dropout and Transfer Students:

One hundred and five questionnaires were mailed. Fifty-five were returned, representing 52 percent of the group. Forty-nine of the 55 questionnaires were usable, resulting in an overall rate of 47 percent. The following analysis is based upon the returned questionnaires.

Appendix A contains the relative importance of the various listed reasons for going to college. The respondents rated the reasons for two periods: before entering college and at the time they answered the questionnaire (November-December 1968).

Table 6 contains the most important reasons for going to college as rated by both categories of students.

Table 6

REASONS RATED AS IMPORTANT FOR GOING TO COLLEGE

NO.	REASONS	DROPOUTS/TRANSFERS PERCENT		REMAINING STUDENTS PERCENT	
		BEFORE	AFTER	BEFORE	AFTER
1	I felt a college degree was necessary for the kind of work I wanted to do	37	45	39	67
4	It had always been expected that I would go to college	33	15	28	34
7	I wanted to prepare myself for a better paying job than I would otherwise be able to get	59	53	67	70
13	I had a compelling interest in one particular field in which I wanted to specialize	41	39	52	55
15	I felt I could live an easier life if I had a college education	31	29	23	29
16	I wanted to find out more about certain fields of knowledge	36	51	24	39

Both groups rated item 7 the most important reason for going to college; 59 percent for the dropouts/transfers before entering college; compared to 67 percent for the remaining students.

After attending college this reason was less important to the dropout/transfer group and more important to the remaining students; a decrease of 6 percent for the dropout/transfer students compared to an increase of 13 percent for the remaining students.

Both groups felt that items 1 and 16 were more important after attending college, however, the responses to items 4, 13, and 15 indicated that the remaining students considered them more important after 1 year in the Business Career program than before entering the college. The reverse was true for the dropout/transfer group.

The following reasons for college enrollment were rated unimportant by both groups and showed little change before and after going to college, except for number 9 for the remaining students.

Table 7

REASONS RATED AS UNIMPORTANT FOR GOING TO COLLEGE

NO.	REASONS	DROPOUTS/TRANSFERS PERCENT		REMAINING STUDENTS PERCENT	
		BEFORE	AFTER	BEFORE	AFTER
5	The persons I respected most in my community had gone to college	67	63	57	53
9	I hoped to acquire some qualifications for leadership in civic affairs	61	53	53	40
10	My parents insisted on my going to college	51	55	54	46
19	I thought that college would be a good place to meet the type of person I'd like to marry	65	67	48	46
22	There was not much for me to do around home	82	76	73	68
24	In my family young people had always gone to college	78	84	65	64

CONCLUSIONS

1. Vocational goals comprised the most important reason for college enrollment for both the dropouts/transfers and remaining students.

2. Curiosity about fields of knowledge was the next strongest reason for college entrance.

3. Personal reasons were relatively unimportant as determiners of college enrollments.

4. The list of "other" reasons for attending college shows a decided vocational orientation.

RECOMMENDATIONS

1. The college freshman orientation program for Business Career students should stress vocational objectives and goals. Outside consultants as well as business faculty members should be involved.

2. Counselors and faculty members should keep abreast of occupational trends. The Business Division should make pertinent vocational material available to students, faculty, and counselors.

REACTIONS TO COLLEGE EXPERIENCES

Appendix B contains the different levels of satisfaction reported by the students regarding the facilities and services of Nassau Community College.

Table 8 shows those facilities and services rated "very satisfactory" by both the dropout/transfer group and the remaining students.

The item rated most satisfactory by the dropouts/transfers was class size (Nassau's Business Career classes averaged 22.5). The remaining students listed their instructors' teaching as most satisfactory.

Items numbered 17 and 28 were considerably more satisfactory for the dropout/transfer group than for the remaining students. The reverse was true for item 14.

Table 8

"VERY SATISFACTORY" REACTIONS TO COLLEGE EXPERIENCE

NO.	QUESTIONNAIRE STATEMENT	DROPOUTS/TRANSFERS PERCENT	REMAINING STUDENTS PERCENT
4	Teaching abilities of my instructor	44	48
5	Size of my classes	53	44
10	Opportunity to have private conferences with instructors on academic questions stemming from course work	33	33
14	Opportunity to consult from time to time with advisor	28	41
15	Opportunity to participate in organized student activities outside of classroom	34	33
17	Services and facilities of library	40	29
18	Opportunity for informal social contacts with students	38	40
19	Availability of courses and facilities for training in my major field	36	39
28	Services of the Business Office	30	20

The remaining "very satisfactory" reactions were rated the same by both groups or showed slight differences ranging from 1 percent to 4 percent.

Table 9 indicates those facilities and services rated "very unsatisfactory" by both groups. The differences range between 1 percent and 5 percent.

Table 9

"VERY UNSATISFACTORY" REACTIONS TO COLLEGE EXPERIENCE

NO.	QUESTIONNAIRE STATEMENT	DROPOUTS/TRANSFERS PERCENT	REMAINING STUDENTS PERCENT
1	Services of the admissions office prior to enrollment. For example, visits to your high school	20	21
2	Orientation program at the start of my freshman year	28	27
8	Assistance from advisors on "how to study" techniques	22	25

Table 10 shows those college experiences which both groups indicated decisively either did not apply to them or for which they had no opinion.

Table 10

"NO OPINION OR NON-APPLICABLE" REACTIONS TO COLLEGE EXPERIENCE

NO.	QUESTIONNAIRE STATEMENT	DROPOUTS/TRANSFERS PERCENT	REMAINING STUDENTS PERCENT
23	Opportunity to receive help on important spiritual and moral problems	60	59
24	Opportunity to secure loans from the college	63	67
25	Opportunity to compete for scholarship aid	60	59

Regarding related school experiences, (Appendix B) both groups showed similar levels of satisfaction, with the exception of "college rules governing academic life, such as class cuts," and "hazing by students." The remaining students rated these items unsatisfactory 20 percent and 23 percent, respectively, compared to 4 percent and 6 percent by the dropout/transfer group.

CONCLUSIONS

1. The Business Career students reacted most favorably to those services and facilities which were performed or provided by the faculty. The highest ratings were given to teaching, class size, and ease of seeing their teachers and advisors.

2. There was as much dissatisfaction expressed with the preenrollment admissions procedure and freshman orientation by students who remained as by the students who withdrew. There is a possibility that students who withdrew were not so tolerant of unsatisfactory services as students who remained.

3. Both groups reported favorable reactions to the services of the Business Division Office. Since the dropouts/transfers expressed a higher degree of satisfaction, it might be inferred that this service did not contribute to attrition.

4. A lack of concern about or knowledge of college loans and scholarship aid was indicated by a large number of students.

5. "How to study techniques" was rated low by both groups. Improvement in this area might help reduce attrition of potential academic failures.

6. Remaining students reported greater objections to college rules like cutting and hazing than did the dropouts. This might indicate that these college rules had little bearing on attrition.

RECOMMENDATIONS

1. Maintain small class sizes.

With the college facing increased enrollment and with talk of larger classes, it behooves the administration and faculty to examine this area closely.

Although it has not been proved that class size minimizes attrition, it was indicated that this was the area of greatest satisfaction for both student groups. The average class size at the time was 22.

2. Close teacher-student contact.

The ease of seeing instructors and advisors was reported favorably by both groups. The remaining students indicated a higher level of satisfaction in this area. It might be inferred that closer teacher-student contact can motivate students to remain in school. Perhaps some attention should be given to either reducing the faculty-student ratio for advisement or providing released time for advisement.

3. Reevaluate admissions office procedures and the freshman orientation program.

The administration should examine this area carefully in order to recognize problems early and to make appropriate adjustments for the student population.

4. Continue to maintain a "welcome mat" for students in the Business Division Office. Encourage all the business students to use the services of the Business Department. Students should be given every opportunity to discuss problems before making decisions to withdraw.

5. Attention should be given to study techniques for freshmen. Perhaps study guides should be distributed during freshman orientation. A guide of this type could be incorporated into the freshman handbook and

would be available to advisors when necessary. This could be a positive approach toward minimizing academic failure and attrition.

6. Advertise scholarship and loan services of the college. Attrition due to financial problems might be reduced were needy students aware of the opportunities to receive assistance.

7. Examine rules governing academic life such as class cuts, etc. The students should be involved in the reevaluation of this area. Student feedback could aid the college in identifying areas of dissatisfaction, as well as enlisting support for recommended changes.

BACKGROUND INFORMATION

Appendix C indicates that:

1. Less than 10 percent in both groups were veterans.

2. The dropout and transfer group averaged 1.4 siblings; the remaining students averaged 1.2 siblings. Both groups showed more younger siblings than older ones.

3. Approximately 80 percent of both groups were graduated from high school just prior to entrance into the college.

4. Parents of the dropout and transfer group making less than $9,000 (combined income) represented 37 percent of that group. The comparable figure for the parents of remaining students was 29 percent. The "over $11,000" showed percents of 32 and 40, respectively.

5. The large majority of dropouts and transfers held full-time jobs. Nine students had transferred to other colleges.

6. Forty-six of those holding full-time positions had weekly earnings in excess of $100.

DISCUSSION QUESTION

If working full-time, what is your title? What are your duties.

Table 11

FULL-TIME POSITIONS OF DROPOUTS

JOB TITLE	RESPONSES	DUTIES
Office Occupations	19	
Secretary		Interviewing, steno
Clerk-Typist		Typing, office phone
Clerk		Switchboard, filing
Bookkeeper		Recordkeeping, payroll
Managerial Positions	3	
Administrative Assistant		Employ personnel
Foreman		Charge of service bureau
Staff Assistant		Assist executive
Distributive Occupations	11	
Salesman-Retail, Wholesale		Sales
Cashier		Cashiering
Stock Clerk		Stock merchandising
Cargo Clerk		
Sales Representative		Handle customer
Department Coordinator		complaints
Customer Relations Clerk		
Personnel Assistant		Interviewing
Credit Investigator		
Other	4	
Laborer		(See job titles)
Truck Driver		
Housewife		
Policeman		

Fifty-one percent of the dropout group that was working full-time held office jobs. Thirty-eight percent were in managerial or distributive positions. These occupations are within the job objectives of the Business Career programs.

CONCLUSION

The dropouts secured jobs which were essentially in business areas. Only 11 percent of the positions were not so identified. It is plausible to assume that skills and knowledge acquired in their business courses at the college aided the dropouts in qualifying for the jobs.

RECOMMENDATION

The Business Division should investigate the feasibility of less-than-2-year occupational curriculums for some students. Short-range certificate programs might minimize attrition in the 2-year programs by enrolling students who neither need nor desire the longer stay.

AREA OF GREATEST INTEREST

Appendix D indicates the subject areas of greatest interest for the dropout, transfer, and remaining students at the time of enrollment at Nassau. The following chart shows the percent of students who enrolled in the areas of their greatest interest.

	Data Processing	Marketing/ Retailing	Secretarial Science
Remaining Students	50%	55%	59%
Dropouts and Transfers	81%	70%	68%

It should be noted that for all three subject areas the dropouts and transfers enrolled in areas of their choice to a greater extent than did the remaining students.

Seventy four percent of the total number of Data Processing students had the greatest interest in that area. Comparable figures were 68 percent for Marketing/Retailing and 66 percent for Secretarial Science.

Table 12 indicates that six dropout/transfer students had changed majors during their first year at college. Only one of the six had switched to another business area. The changes had been effected at the end of the first semester. There were too few students involved to permit a definitive observation about the changes.

DISCUSSION QUESTION

If your major subject changed officially while at Nassau Community College, write the new subject here. _____

Why did you change to a different major subject? _____

Table 12

MAJOR SUBJECT CHANGE WHILE AT NASSAU COMMUNITY COLLEGE

SUBJECT CHANGE	REASONS FOR CHANGE	NUMBER OF DROPOUT/ TRANSFER STUDENTS
Marketing/Retailing Students Liberal Arts (1) Business Administration (1)	Uninterested in business subjects	1
	Switched to original subject choice	1
Data Processing Students Liberal Arts (1) Child Care (1)	Change of career goal	2
Secretarial Science Students Psychology-Sociology (1) Art (1)	Courses not up to expectations	2

NOTE: 43 of the dropout/transfer students did not change their major subject while at Nassau Community College.

CONCLUSIONS

1. Enrollment in areas of greatest interest, though greater for the dropouts and transfers than for the remaining students, was not sufficient to prevent the 1-year attrition rate from reaching 40 percent.

2. Switching to other curriculums at Nassau Community College by the dropouts and transfers was minimal.

RECOMMENDATIONS

1. The first semester business programs should include exploratory experiences in a variety of business areas. It must not be assumed that vocational choices made as freshmen are realistic or lasting.

2. The freshman orientation program should include occupational opportunities in many business fields. It should not be restricted to the area of the freshman's choice.

DISCUSSION QUESTION

If you transferred to another school after leaving Nassau Community College, write the major in which you enrolled. _____

If this major was different from the one at Nassau Community College, explain why you changed. _____

Table 13

MAJOR SUBJECT CHANGE AFTER TRANSFER FROM NASSAU

SUBJECT CHANGE	REASONS FOR CHANGE	NUMBER OF STUDENTS
Business Administration (1)	Change of career goal	4
Data Processing (2)	Loss of interest in business program	3
Elementary Education (1)	Interested in baccalaureate program	2
English (1)		
Marketing (1)		
Religion (1)		
Secretarial Science (2)		

All nine transfer students changed majors after leaving Nassau Community College. Change of career goal was the most frequent reason listed for adopting a new field. Table 13 shows that six of the nine transferees switched to another business major.

CONCLUSION

Though none of the transfer students continued in the same field of study at their new schools, most of them chose to remain in the business area. This would indicate a continuing interest in business education.

RECOMMENDATION

As suggested previously, a variety of exploratory business experiences should be included in the first and second semester Business Career offerings. This exposure could provide the students with valuable occupational information for more intelligent vocational and professional choices.

FINANCES

Table 14

COLLEGE EXPENSES

SOURCE OF FUNDS	DROPOUTS & TRANSFERS		REMAINING STUDENTS	
	1st	2nd	1st	2nd
Family	26	6	72	11
Personal Earnings	16	18	18	42
Personal Savings	4	11	4	9
Scholarship	3	11	8	37
Loan	2	6	5	4

A rank order of sources of funds for college expenses indicates that family and personal earnings were the chief ones for both groups. The remaining students had more scholarship money to their credit than did the dropout/transfer group.

An item of interest regarding the dropout/transfer students is the virtual equality of family and personal earnings as sources of funds. However, family funds comprised the prime source for the remaining students.

Table 15

LIVING EXPENSES

SOURCE OF FUNDS	DROPOUTS & TRANSFERS		REMAINING STUDENTS	
	1st	2nd	1st	2nd
Family	28	10	75	16
Personal earnings	23	15	24	64
Personal savings	4	8	3	14
Scholarship	0	3	1	3
Loan	0	3	1	4

Living expenses were provided primarily by family and personal earnings for both groups. As with the college expense category, the dropout/transfer students provided almost as much money through personal earnings as did their families, while the remaining students received the bulk of their funds from their families.

Though 88 percent of the dropout/transfer group worked gainfully while full-time students, only 77 percent of the remaining group did so; 57 percent of the former worked over 15 hours a week compared to 53 percent for the remaining students. The complete student responses are shown in table 16 below.

Table 16

HOURS WORKED WHILE AT NASSAU

	DROPOUTS/TRANSFERS					REMAINING STUDENTS				
Hours	0	1-5	6-10	11-15	Over 15	0	1-5	6-10	11-15	Over 15
Students	6	4	2	9	28	24	2	5	18	56

CONCLUSIONS

1. It may have been more important for the dropouts than the remaining students to earn money for college and living expenses. This is indicated by the larger proportion of funds provided by the dropout/transfer group's own efforts.

2. Pressure for funds for the remaining students was eased somewhat because of their scholarship money.

3. The higher proportion of hours worked by the dropouts may have contributed to their withdrawal from the college.

RECOMMENDATIONS

1. Students should be apprised of loan and scholarship opportunities before and after entrance to the college. Table 10, Reactions to College Experiences, questions 24 and 25, indicates a lack of awareness about available loans and scholarships. The fact that a smaller proportion of dropouts/transfers had family and scholarship aid should spur the college to publicize possible sources of funds for all students and thus reach potential dropouts.

2. The Business Division should concern itself with the number of hours that Business Career students are employed. It should investigate the effects of employment on student retention.

DISCUSSION QUESTION

Table 17 shows that during their first semester at the college, 39 percent of the dropout/transfer group participated in organized extracurricular activities. The comparable figure for the remaining students was 22 percent. During the second semester the respective figures were 40 percent and 37 percent.

Participation in organized extracurricular activities (write the average number of hours per week you spent on each activity).

(a) Intercollegiate athletics (player)
(b) Intramural sports (player)
(c) Student government (boards, committees, etc.)
Curriculum related (music, debate, dramatics, publications, business, etc.)
(d) Institution-wide
(e) Departmental only

Table 17

PARTICIPATION IN ORGANIZED EXTRACURRICULAR ACTIVITIES

ACTIVITY	DROPOUTS AND TRANSFERS 1st SEMESTER (hrs/wk)					REMAINING STUDENTS 1st SEMESTER (hrs/wk)				
	0	1-5	6-10	11-15	Over 15	0	1-5	6-10	11-15	Over 15
a	25	0	1	0	1	95	2	0	1	0
b	22	5	1	0	0	91	6	0	0	0
c	25	5	0	0	0	94	3	0	0	0
d	25	3	0	0	0	89	7	0	0	0
e	25	3	0	0	0	82	14	0	0	0
ACTIVITY	2nd SEMESTER (hrs/wk)					2nd SEMESTER (hrs/wk)				
	0	1-5	6-10	11-15	Over 15	0	1-5	6-10	11-15	Over 15
a	25	1	0	0	0	95	2	0	0	0
b	25	3	0	0	0	88	7	0	0	1
c	25	2	0	0	0	90	6	0	0	0
d	25	3	0	0	0	89	7	0	0	0
e	25	4	0	0	1	80	15	1	0	0

It is interesting to note that while the rate of participation of the dropout/transfer students remained constant, that of the remaining group increased 15 percent.

CONCLUSIONS

1. The dropouts/transfers participated in extracurricular activities to a greater extent than did the remaining students.

2. This greater participation, augmented by the higher proportion of time spent in gainful employment by the dropouts, resulted in less time for study.

3. Having weathered the first semester successfully, the remaining students contributed a larger proportion of their time to extracurricular activities during the second semester.

RECOMMENDATIONS

1. The number of hours spent in extracurricular activities by Business Career students during their freshman year should be examined closely.

2. Counselors and advisors should be more aware of the extent of extracurricular participation by their charges.

DISCUSSION QUESTION

Use the following code to record your feelings or opinions regarding the relative importance of the several listed reasons as they affected your decision to transfer from Nassau Community College. Write the appropriate code symbol after each statement to indicate your reaction.

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply.	(0)
Of slight importance	(1)
Of moderate importance	(2)
Of great importance.	(3)

Table 18

INDICATED REASONS FOR TRANSFER

REASONS FOR TRANSFER	DEGREE OR LEVEL OF IMPORTANCE			
	0	1	2	3
a) My curricular interests changed	5	1	0	2
b) My grades were too low to continue	6	1	0	1
c) I wanted to be in a smaller/ larger institution	4	0	1	2
d) I was generally dissatisfied	3	1	1	3
e) I was not interested in what I was studying	3	2	0	2
f) Other: Draft	0	0	0	1
Religious	0	0	0	1
Wanted to attend 4-year college	0	0	0	1

Did you transfer to another college primarily because you wanted to attend a college away from home? ____ Yes ____No

Table 19

TRANSFERRED TO ATTEND COLLEGE AWAY FROM HOME

YES	NO
2	7

If you transferred to another college or university, give the date of transfer and the name of the institution to which you transferred.

Table 20

SCHOOLS TO WHICH STUDENTS TRANSFERRED

DATE OF TRANSFER	INSTITUTION	LOCATION
1/68	Mrs. Skinner's Secretarial	Hempstead, N.Y.
2/68	Hofstra University (2)	Garden City, N.Y.
6/68	Eastern Arizona College	Thatcher, Arizona
9/68	Chamberlayne Jr. College	Boston, Mass.
	C.W. Post College	Brookville, N.Y.
	St. John's University	Jamaica, N.Y.
	SUNY, New Paltz	New Paltz, N.Y.
1/69	New York Institute of Technology	Old Westbury, N.Y.

The transferees expressed general dissatisfaction as the main reason for changing colleges. Slightly less important were the sizes of the new institutions and lack of interest in what they were studying at Nassau. Most of them indicated that they did not transfer primarily to attend college away from home. In fact, only three of the nine enrolled in colleges outside the New York metropolitan area.

CONCLUSION

Except for the fact that a desire to attend college away from home was not a primary reason for transfer, no definitive observation can be made. The few responses were too diffuse for meaningful comment.

RECOMMENDATION

None

Appendix E contains the various listed reasons for discontinuing college attendance. A rank order of reasons for discontinuance at Nassau Community College indicated that the need or desire for full-time employment was ranked first. It was followed closely by lack of interest in studies. The most important reasons were:

"I took a full-time job."

"Lacked interest in my studies."

"Financial (self)."

"I was lonesome and unhappy."

"Financial (family)."

CONCLUSIONS

1. Financial need and a desire for full-time employment were important factors in the attrition of Business Career students.

2. A reduced interest in their studies caused many of the students to withdraw from college.

3. Lonesomeness and unhappiness were important factors in the discontinuance of college attendance.

RECOMMENDATIONS

1. Financial need and the desire for full-time employment reinforce the possible value of less-than-2-year business occupational programs. As stated previously, the Business Division should study the feasibility of such a certificate program.

2. Faculty advisors should meet more frequently with their advisees during the freshman year to try to detect feelings of loneliness and alienation.

3. The Business Division should investigate the feasibility of a pupil pairing technique for Business Career students.

DISCUSSION QUESTION

Did you secure a job (full-time or part-time) after leaving Nassau Community College?

Table 21

SECURED FULL-TIME OR PART-TIME JOB AFTER LEAVING NASSAU COMMUNITY COLLEGE

YES	NO
32	13

If yes, what was the title of the job?

Table 22

JOB TITLES

JOB TITLE	RESPONSES
Office Occupations	
Billing Clerk	1
Cargo Clerk	1
Clerk	2
Clerk Typist	3
Secretary	8
Secretary, Executive	1
Secretary, Junior	1
Secretary, Legal	1
Steno Typist	1
Distributive Occupations	
Acting Representative - New York Telephone Co.	1
Credit Investigator	1
Customer Relations	1
Receiving Stock-Box	1
Salesman	1
Sales Representative	1
Other	
Assembly Rivet Trainee	1
Clerk Driver	1
Machinist	1
Patrolman, Nassau County	1
Roofer	1
Technical Assistant	1
Waiter	1
TOTAL	32

Most of the students who withdrew from Nassau secured employment shortly after withdrawal. There are similarities and differences between the data in Table 11 and that found in Table 22. The number of dropouts (19) holding jobs in office occupations were identical for both periods. However, there was an increase in distributive occupational positions between the two times. While no dropouts held managerial positions upon withdrawal from the college, three had secured such employment at the time the questionnaires were completed.

CONCLUSION

Most of the dropouts were qualified for office and distributive occupational positions at the time of withdrawal from the college.

RECOMMENDATION

The college should assay the role of the Business Career areas regarding vocational training. Without deemphasizing the importance of 2-year degree programs, the Business Division should examine the feasibility of short-range occupational curriculums.

DISCUSSION QUESTION

Did Nassau Community College assist you in securing this job?

___ Yes ___ No

Table 23

ASSISTED BY NASSAU COMMUNITY COLLEGE
IN SECURING A JOB

YES	NO
3	29

If yes, check the item showing how you were assisted:

____ One of my instructors helped me.

____ My Department Chairman helped me.

____ My Business Department Advisor helped me.

____ Someone in the Student Personnel Office helped me.

Table 24

SOURCE OF COLLEGE AID IN SECURING A JOB

INSTRUCTOR	DEPT. CHAIRMAN	BUSINESS ADVISOR	STUDENT PERSONNEL OFFICE	OTHER
1	0	1	1	0

Most of the dropouts who secured employment upon withdrawal from the college did so without college aid. The fact that only 3 of the 32 who reported employment received such help should cause the college to evaluate its role in job placement.

CONCLUSION

Most dropouts did not receive aid in securing employment upon withdrawal. Although the facts did not indicate whether these students had asked for help, it is important for the college and its Business Division to pay attention to this area.

RECOMMENDATION

The college and Business Division should evaluate their roles in job placement for graduates and dropouts. Some of the questions to be examined are:

What services should be provided?

Who should do job placement?

How would job contacts be made?

Is job placement the responsibility of individual departments?

Is job placement a joint responsibility of the departments and the college?

Appendix F contains a list of business subjects taken by the dropouts and transfers. It shows how the courses were rated by them as preparation for the jobs they secured after leaving the college.

A rank order listing by subject matter area is shown in Table 25. (Excellent was weighted 4, good 3, fair 2, and poor 1.)

The accounting/business administration and secretarial science areas were rated between "good" and "excellent," with averages of 3.5 and 3.1, respectively. The data processing and marketing/retailing areas were rated between "fair" and "good," with averages of 2.7 each.

Business Organization and Management

Computer Programing II - Cobol

Principles of Sales

Shorthand I

Shorthand II

Medical Terminology.

Table 25

DROPOUT AND TRANSFER RATINGS OF BUSINESS SUBJECTS
TAKEN AT NASSAU COMMUNITY COLLEGE AS JOB PREPARATION

SUBJECTS	NUMBER OF STUDENTS	RANK ORDER WEIGHT	AREA AVERAGE
ACCOUNTING/BUSINESS ADMINISTRATION:			
Business Law II	3	4	
Principles of Accounting I	3	4	
Business Law I	14	3.2	
Business Organization & Management	9	2.6	
Principles of Accounting II	1	no opinion	
AVERAGE FOR THE AREA			3.5
MARKETING/RETAILING:			
Advertising & Sales Promotion	4	3	
Personnel Management	2	3	
Textiles	3	3	
Marketing	10	2.9	
Principles of Salesmanship	7	2.9	
Retail Buying	3	2.5	
Fashion Accessories & Home Furnishings	1	2	
Retail Merchandising	3	2	
AVERAGE FOR THE AREA			2.7
DATA PROCESSING:			
Computer Programing I - Fortran	7	3.3	
Punched Card Data Processing	5	3.3	
Introduction to Computers	8	2.8	
Computer Programing II - Cobol	3	1.5	
AVERAGE FOR THE AREA			2.7
SECRETARIAL SCIENCES			
Business Machines	2	4	
Typewriting II	11	3.6	
Legal Vocabulary	3	3.5	
Shorthand II	12	3.5	
Typewriting I	18	3.4	
Shorthand I	22	2.9	
Medical Terminology	1	1	
AVERAGE FOR THE AREA			3.1

CONCLUSION

Since most of the students secured employment after withdrawing from Nassau, the investigators feel that business courses taken at college provided the dropouts with adequate skills.

RECOMMENDATIONS

None.

DISCUSSION QUESTION

The following instruction was given on the questionnaire:

State what you like(d) and/or do(did) not like about the Business Program in which you are(were) enrolled at Nassau Community College.

Table 26

FAVORABLE COMMENTS ABOUT NASSAU BUSINESS PROGRAMS

COMMENTS	REMAINING STUDENTS			DROPOUT/TRANSFER STUDENTS		
	Data Processing	Marketing/ Retailing	Secretarial Science	Data Processing	Marketing/ Retailing	Secretarial Science
Course content meaningful	3	8	15	0	0	0
Courses and teachers good	6	6	9	6	3	6
Small classes	0	0	1	0	0	0
Well organized	1	0	0	0	0	0

Table 26 shows favorable comments regarding Nassau Business Career programs. Thirty-one percent of the dropout/transfer group and 46 percent of the remaining students listed favorable comments. Almost half of the remaining students and all the dropouts/transfers who responded felt that the "courses and teachers were good." Fifty-four percent of the remaining students felt that "the course content was meaningful," compared to no response from the dropout/transfer goup.

Table 27 contains unfavorable comments regarding Business Career programs. Sixty-six and two-thirds percent of the remaining students and 63 percent of the dropout/transfer group responded unfavorably.

Table 27

UNFAVORABLE COMMENTS ABOUT NASSAU BUSINESS PROGRAMS

COMMENTS	REMAINING STUDENTS			DROPOUT/TRANSFER STUDENTS		
	DATA PROCESSING	RETAILING MARKETING	SEC. SCIENCE	DATA PROCESSING	RETAILING MARKETING	SEC. SCIENCE
Lack of information about job opportunities; poor placement procedures	3	0	0	0	0	0
Courses taught poorly	3 Acctg. 2 System. 2 Mktg.	Bus Math Science PED Home Fur.	2 Bio 4 Math 3 Hlth Statis. Science	0	0	0
Irrelevant courses	Acctg.	Bus Math Science	Statis. Biology Math Health	3 Acctg. 1 Bus. Org.	0	3 Bio
Poor teachers	0	0	0	2	0	0
Misadvised	0	0	0	0	2	0
Inaccessibility of machines (key punch)	3	0	0	0	0	0
Lack of freedom to take electives	0	4	1	0	0	0
Too many credits	0	3	0	0	0	0
Confusion about transferability of courses	2	2	0	0	0	0
Curriculum organized poorly	0	0	3	0	0	0
Books inadequate	0	0	0	3	0	0
Nonbusiness like atmosphere	0	0	0	3	2	3
Difficulty in scheduling; classes too large; too many hours; not enough sections	0	0	16	2	0	4
Other Comments	Lack of opportunity for 2-year graduate Outdated dress code Repetitive courses Work too fast Program new Liberal arts students look down on us			Courses too slow Courses too fast Level of training in typing and shorthand		

The items commented on most often were:

Irrelevant courses

Courses taught poorly

Nonbusiness like atomosphere

Difficulty in scheduling

Lack of freedom to take electives.

Thirty percent of the courses reported irrelevant by the remaining students were in business area. The dropout/transfer group registered a comparable 58 percent.

Only the remaining students commented on "courses taught poorly," and, of the courses listed, 37.5 percent were in business.

The dropouts/transfers commented most often on the "nonbusiness like atmosphere," whereas the remaining students did not comment on this at all.

Most of the comments about scheduling difficulties came from both groups of students in the Secretarial Science area.

"Lack of freedom to take electives" was commented on only by the remaining students, and, of these, 80 percent were in the Marketing/Retailing area.

CONCLUSIONS

1. Fewer than 50 percent of the respondents commented favorably about the Business Career programs. The dropout/transfer group reported 15 percent fewer favorable responses than did the remaining students. The lack of favorable comments, particularly by the dropouts, indicates the need for a searching analysis to discover the reasons for this unenthusiastic reaction.

2. More than 60 percent of the respondents in each group listed unfavorable comments about the Business Career programs. Most of the comments were related to course relevance, choice of electives, and scheduling.

RECOMMENDATIONS

1. An indepth evaluation of all academic aspects of the Business Career programs should be undertaken to determine whether the lack of favorable comments is due to inadequacies in the programs.

2. The nonacademic unfavorable comments should be analyzed in order to make appropriate adjustments.

Appendix G lists suggestions by dropout, transfer, and remaining students for improving Nassau's Business Career programs. Most of the suggestions are related to course relevance, program scheduling, choice of electives, and job placement. Little interest was expressed in cooperative work-study programs, although the retailing area contained one.

CONCLUSION

Most suggestions for improving the Business Career programs were related to the unfavorable comments listed previously. The reported areas in need of improvements were course relevance, scheduling, and choice of electives.

RECOMMENDATION

An indepth study of all academic and nonacademic aspects of the Business Career program should be undertaken. Special attention should be given to course relevance, scheduling procedures, and elective choices.

Appendix H contains the interview responses from administrators at eight community colleges in the State University of New York complex.

CONCLUSIONS

1. Admission criteria for Business Career programs vary greatly.

2. Business faculty members are usually involved in advisement of Business Career students.

3. The main reasons for student dropout from Business Career programs are academic failure and loss of interest.

4. The most frequent suggestion for reduction of the attrition rate is additional student counseling.

5. An exit interview is not standard policy. Where it is used, it is not strictly enforced.

RECOMMENDATIONS

1. Greater attention should be paid to guidance or counseling responsibilities of faculty members. Emphasis on additional counseling in vocational, economic, and academic problems might help reduce attrition.

2. An exit interview should become standard policy. Business departments should be involved in this type of interview in order to recognize the reasons for attrition. Formal withdrawal procedures should provide important data to schools and individual departments.

3. Reevaluation of admissions criteria to Business Career programs should be undertaken. Special attention might be given to students' interests in vocational programs. This interest could be measured by past achievement in high school business courses or by interest inventory tests.

The need for competent personnel in the field of business places particular training responsibilities upon Business Career programs in the 2-year colleges. If these institutions are to produce effective workers, they must offer meaningful curriculums and train those with potential for occupational careers.

This study has attempted to analyze the effectiveness of the Business Career programs at Nassau Community College in terms of their student retention capabilities. Hopefully, the results of the study will encourage faculty and administrators at Nassau and other institutions to consider the findings for appropriate action.

The feasibility of this method for studying attrition rates on the community college level has been demonstrated. It is strongly recommended that it be employed in future attrition studies.

CRUCIAL CONCLUSIONS FROM THE DATA ARE:

1. None of the existing admission criteria used by Nassau Community College is valuable for predicting retention in the Business Career programs.

2. The dropouts/transfers participated in extracurricular activities to a greater extent, and they spent a higher proportion of time in gainful part-time employment than did the remaining students who had more free time to devote to studies.

3. Most of the dropouts were qualified (as demonstrated by employment) for office and distributive occupational positions prior to graduation from the college.

4. Most of the dropouts found employment in the business areas without receiving aid from the college placement staff.

5. Attrition rates for other area programs at Nassau and other sister institutions are needed for comparison and more meaningful data interpretations.

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APPENDIXES

Appendix A

A. REASONS FOR GOING TO COLLEGE

Some of the reasons students give for going to college are listed below. Looking back to the period before you entered college, show the degree of importance each of the reasons had in influencing your decision to attend college by writing the appropriate code number (0, 1, 2, 3) in column A. Then, write the appropriate code number to show how you now rate the importance of each reason in column B.

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply.....	(0)
Of slight importance.....	(1)
Of moderate importance.....	(2)
Of great importance.....	(3)

Appendix A

REASONS FOR GOING TO COLLEGE

STATED QUESTIONNAIRE RESPONSES	N=49 DROPOUTS AND TRANSFERS								N=105 REMAINING STUDENTS							
	Column A-Then				Column B-Now				Column A-Then				Column B-Now			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
1. I felt a college degree was necessary for the kind of work I wanted to do	8	7	16	18	9	8	10	22	5	16	40	39	2	5	37	71
2. Business, church, or other community leaders encouraged me to go to college	29	8	4	8	28	9	4	8	69	13	12	11	71	13	13	8
3. I hoped to make many new friends in college	10	13	15	11	14	11	10	14	22	28	34	21	15	25	46	19
4. It had always been expected that I would go to college	16	9	8	16	22	9	11	7	29	18	29	29	25	17	27	36
5. The persons I respected most in my community had gone to college	33	10	2	5	31	6	5	7	60	15	21	9	56	18	20	11
6. I had serious intellectual curiosities which only college could satisfy	21	14	6	8	16	11	8	14	35	38	23	9	25	26	27	17
7. I wanted to prepare myself for a better paying job that I would otherwise be unable to get	3	5	12	29	8	3	13	26	3	9	22	71	1	2	19	83
8. I wanted to learn how to get along with other people	23	12	11	3	24	7	8	10	35	26	29	15	22	23	34	26
9. I hoped to acquire some qualifications for leadership in civic affairs	30	11	7	1	26	10	11	2	54	30	17	4	42	34	20	9
10. My parents insisted on my going to college	25	8	6	10	27	8	9	5	55	15	15	20	48	19	15	23
11. Most of my friends were going to college	20	14	6	9	24	12	9	4	28	23	28	26	27	26	29	23
12. I thought college life would help me to develop socially	15	7	16	11	13	11	12	13	20	26	42	17	16	31	44	14

Appendix A (con't.)

STATED QUESTIONNAIRE RESPONSES	N=49 DROPOUTS AND TRANSFERS								N=105 REMAINING STUDENTS							
	Column A-Then				Column B-Now				Column A-Then				Column B-Now			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
13. I had a compelling interest in one particular field in which I wanted to specialize	11	8	9	21	13	6	11	19	18	13	20	54	16	8	22	57
14. I wanted to explore several lines of work to see what I would be most interested in	18	14	9	8	15	6	14	14	36	30	23	15	30	16	36	22
15. I felt I could live an easier life if I had a college education	15	7	12	15	17	7	11	14	16	27	38	24	16	21	38	30
16. I wanted to find out more about certain fields of knowledge	6	13	12	18	3	8	13	25	12	28	39	25	11	18	34	40
17. I felt college acquaintances and contacts would prove advantageous in finding a position after graduation	25	11	6	7	23	8	9	9	42	19	30	12	28	24	28	23
18. I thought a college education would enable me to be more influential in community affairs	24	12	10	3	20	13	10	6	53	26	16	8	48	24	23	8
19. I thought that college would be a good place to meet the type of person I'd like to marry	32	8	3	6	33	7	3	6	51	26	13	13	48	31	12	12
20. I hoped that college training would enable me to be a better husband or wife	24	13	2	10	20	8	8	13	37	25	23	18	26	27	23	27
21. I enjoyed studying and wanted to continue academic work	21	10	9	9	13	13	14	9	39	30	21	13	28	28	29	18
22. There was not much for me to do around home	40	3	2	4	37	4	5	3	75	15	10	3	71	16	10	5
23. My teachers thought I was good college material	19	7	10	13	21	5	12	11	25	23	31	24	29	20	38	16
24. In my family young people had always gone to college	38	3	4	4	41	5	3	1	67	17	12	9	66	19	11	7
25. Other	--	--	--	7	--	1	1	6	--	--	--	3	--	--	--	3

Appendix A

The additional reasons for going to college reported by the dropouts and transfers were:

1. Going to college to avoid work.
2. Wanted to find out what a "college education" was and I wanted to be on a "par" with my future mate.
3. In the past, as well as today, I wanted a college education for personal knowledge and pride more than anything.
4. I wanted to feel I was going somewhere.
5. Further education after military service.
6. Desire to improve my background.
7. Fascination with data processing field. Programming in particular.
8. Wanted to quit to work--now realize what I lack and wish to further my education.
9. I was undecided on what to do with my life, and I felt I should give college a chance before deciding definitely to get a full-time job.
10. I had no desire to go to college; however, my parents insisted. After 1 year, I decided to leave school and I got married. I hope this year I can return to help further my skills.
11. I was interested in art as a hobby.
12. I hoped college life would help me mature socially as well as educationally.
13. I felt I was not ready to settle down for any everyday job.
14. To improve and expand the knowledge I had already attained in the field of my choice.
15. I didn't think I was ready for the working world.

Appendix A

The additional reasons for going to college reported by the remaining students were:

1. To broaden my knowledge.
2. I needed further training because I had no skills.
3. Self-realization of the overall importance of training and experiences that are associated with college life.
4. I did not feel quite mature enough to go out on my own.
5. I wanted a better education--a business school would only offer business courses.
6. I wanted to try it.

Appendix B

B. REACTIONS TO COLLEGE EXPERIENCES

The statements in this section refer to certain of the facilities and services at Nassau Community College. An attempt is being made in this study to get realistic appraisals by college students themselves of their experiences while in college. If you transferred from one college to another, record your reactions to Nassau Community College only.

Use the following code to show the degree or level of satisfaction you experienced in connection with each facility or service described:

DEGREE OR LEVEL OF SATISFACTION

	CODE
Does not apply to me, or no opinion.....	(0)
Very unsatisfactory.....	(1)
Somewhat unsatisfactory.....	(2)
Fairly satisfactory.....	(3)
Very satisfactory.....	(4)

Appendix B

REACTION TO COLLEGE EXPERIENCES AT NASSAU COMMUNITY COLLEGE

STATED QUESTIONNAIRE RESPONSES	DROPOUTS AND TRANSFERS					REMAINING STUDENTS				
	0	1	2	3	4	0	1	2	3	4
1. Services of the admissions office prior to enrollment. For example, visits to your high school	19	10	4	10	6	33	23	18	28	3
2. Orientation program at the start of my freshman year	8	14	6	14	7	16	29	27	25	8
3. Services of my faculty advisor in helping me select my first term courses	4	8	10	13	14	5	23	21	35	21
4. Teaching abilities of my instructors	0	2	4	21	22	0	1	3	50	51
5. Size of my classes	1	0	3	19	26	2	4	8	45	46
6. Opportunity to take elective courses along with required program	10	4	7	17	11	1	13	21	50	20
7. Assistance from instructors on "how to study" techniques	10	7	7	14	11	20	22	29	29	5
8. Assistance from advisors on "how to study" techniques	12	11	4	14	8	28	27	27	19	4
9. Assistance from college officials in receiving part-time employment	28	4	3	3	11	54	6	8	18	19
10. Opportunity to have private conferences with instructors on academic questions stemming from course work	9	3	1	20	16	7	5	10	48	35
11. Opportunity to have private conferences with instructors on personal questions stemming from college life in general	17	6	4	12	10	30	8	16	31	20
12. Opportunity for informal social contacts with faculty members	25	5	2	11	6	24	14	14	35	18
13. Services of student personnel department	19	13	3	12	2	20	21	26	29	9
14. Opportunity to consult from time to time with advisors	5	8	6	16	14	1	3	16	42	43
15. Opportunity to participate in organized student activities outside of the classroom	11	2	3	16	17	17	3	10	40	35
16. Quality of help usually available from advisor	3	5	10	17	14	2	6	20	40	37
17. Services and facilities of library	4	3	4	18	20	5	4	12	53	31
18. Opportunity for informal social contacts with students	8	2	6	14	19	4	5	10	44	42
19. Availability of courses and facilities for training in my major field	1	7	5	18	18	3	12	15	34	41
20. Availability of occupational information for help in choosing an occupation	16	4	6	14	9	19	10	24	42	10
21. Degree of emphasis in college on intellectual and cultural pursuits outside of the classroom	10	8	11	12	8	10	8	42	34	11

STATED QUESTIONNAIRE RESPONSES	DROPOUTS AND TRANSFERS					REMAINING STUDENTS				
	0	1	2	3	4	0	1	2	3	4
22. Opportunity to join a fraternal group of my liking	20	3	8	6	12	35	12	11	21	26
23. Opportunity to receive help on important spiritual and moral problems	30	5	5	6	3	61	17	15	8	4
24. Opportunity to secure loans from the college	32	4	1	7	5	69	4	6	20	6
25. Opportunity to compete for scholarship aid	30	3	2	9	5	60	6	10	18	11
26. Ability of instructors to set forth clear-cut and interesting course objectives	3	5	10	22	9	5	5	17	65	13
27. Recreational facilities on campus	11	5	13	14	6	12	8	24	46	15
28. Services of business office	7	5	6	16	15	15	6	19	43	22
29. Services of the registrar's office	3	13	9	14	10	11	20	29	32	13

REACTION TO COLLEGE EXPERIENCE

The factors listed below are not necessarily related to college facilities and services. USE THE SAME CODE.

STATED QUESTIONNAIRE RESPONSES	DROPOUTS AND TRANSFERS					REMAINING STUDENTS				
	0	1	2	3	4	0	1	2	3	4
1. College rules relating to social activities	9	2	5	23	10	18	4	24	43	16
2. College rules governing academic life, such as class cuts	7	4	10	15	13	2	22	41	33	7
3. Hazing by students	19	6	12	8	3	27	25	26	19	8
4. Customs and practices regarding campus apparel	2	5	7	16	19	6	12	18	35	34
5. Emphasis on social fraternities (sororities)	15	3	9	16	6	40	10	14	30	11
6. General type of students attending the college	3	5	8	17	16	5	6	18	63	13
7. General intellectual life around the college	6	3	12	22	6	6	7	33	52	7
8. Emphasis on intercollegiate athletics	17	6	7	9	10	25	9	30	34	7
9. Other	2	3	0	0	1	3	2	0	0	0

Comments	
Emphasis on "keeping up with the Joneses," rather than understanding of individual progress (academic)	The new Nassau football team contributed to school spirit
I found it quite difficult to participate in school functions	My advisor was changed every semester since I began here and, in the end, I had to go to one of my instructors for assistance because I could not get help from a so-called advisor
School in general was good	School spirt lacking
Scheduling of day students in night classes	Many more "hippies" than last year
Students look a mess	College rules relating to parking very bad
There should be more advertising regarding atheletic games	I found many students unfriendly--there seemed to be little desire on part of students to meet one another
Prices in cafeteria & registration unfair	

Appendix C

BACKGROUND INFORMATION OF STUDENTS

DROPOUTS AND TRANSFERS

VETERANS	NONVETERANS
5	44

OLDER SIBLINGS				YOUNGER SIBLINGS			
0	1	2	3	0	1	2	3
7	13	8	1	3	15	11	10

DATE OF SECONDARY SCHOOL GRADUATION				
Before 6/66	6-8/66	1/67	6/67	8/67
6	5	0	36	2

PARENTS COMBINED INCOME (1000)						
Dec.	Below 3	3-4	4-6	6-9	9-11	Over 11
0	1	2	9	6	15	16

PRESENT STATUS		
WORKER	MILITARY SERVICE	OTHER
37	3	9

WEEKLY SALARY--FULL-TIME WORKER			
60-80	81-100	101-120	121-over
6	14	7	10

REMAINING STUDENTS

VETERANS	NONVETERANS
9	96

OLDER SIBLINGS				YOUNGER SIBLINGS			
0	1	2	3	0	1	2	3
4	35	11	4	4	32	13	22

DATE OF SECONDARY SCHOOL GRADUATION				
Before 6/66	6-8/66	1/67	6/67	8/67
10	7	0	88	0

PARENTS COMBINED INCOME (1000)						
Dec.	Below 3	3-4	4-6	6-9	9-11	Over 11
0	1	1	4	24	33	42

Appendix D

AREA OF GREATEST INTEREST

AREA OF GREATEST INTEREST	DROPOUTS/TRANSFERS			REMAINING STUDENTS		
	DATA PROCESS-ING	MARKETING/ RETAILING	SECRE-TARIAL SCIENCE	DATA PROCESS-ING	MARKETING/ RETAILING	SECRE-TARIAL SCIENCE
1. Accounting	0	0	0	3	0	0
2. Art	0	0	1	0	0	1
3. Biology	0	0	1	0	0	0
4. Business Administration	0	2	0	0	2	0
5. Chemistry	0	0	0	0	0	0
6. Child Care & Nursery Ed	0	0	0	0	0	1
7. Data Processing	4	0	0	22	0	0
8. Engineering Science	1	0	0	0	0	0
9. Engineering Technology	0	1	0	0	0	0
10. English	1	0	1	0	1	1
11. General Liberal Arts	0	1	0	0	0	3
12. Health, Physical Education, & Recreation	0	0	1	1	0	1
13. Health Sciences	1	0	0	0	0	0
14. History & Political Science	0	0	1	0	0	0
15. Marketing	0	4	0	0	3	0
16. Math and Computer Science	0	0	0	0	0	0
17. Music	0	0	0	1	0	1
18. Nursing and Operating Room Technology	0	0	0	0	0	4
19. Philosophy	0	0	0	0	0	0
20. Physics	0	0	0	0	0	0
21. Police Science	0	0	0	0	1	0
22. Psychology and Sociology	1	1	2	0	0	4
23. Retailing	0	2	0	0	10	0
24. Secretarial Science	0	0	10	0	0	34
25. Speech and Theatre	0	0	0	0	0	0

Appendix E

REASONS FOR DISCONTINUING COLLEGE ATTENDANCE FOR DROPOUTS AND TRANSFER STUDENTS

Indicate the relative importance of each of the listed reasons for discontinuing college attendance. Use the following code.

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply.....	(0)
Of slight importance.....	(1)
Of moderate importance.....	(2)
Of great importance.....	(3)

Appendix E

REASONS FOR DISCONTINUING COLLEGE ATTENDANCE FOR DROPOUTS AND TRANSFER STUDENTS

REASONS FOR DISCONTINUANCE	NO RESPONSE	DEGREE OR LEVEL OF IMPORTANCE			
		0	1	2	3
a. Illness or physical disability (self)	4	42	2	0	1
b. Illness or physical disability (family)	4	42	2	1	0
c. Financial (self)	4	26	5	5	9
d. Financial (family)	4	30	4	5	6
e. I found college work too difficult	5	33	6	3	2
f. I was needed at home	4	38	3	2	2
g. I had marital difficulties	5	41	0	0	3
h. I took a full-time job	4	19	3	8	15
i. I was lonesome and unhappy	4	29	3	3	10
j. I planned to be married soon	4	35	1	1	8
k. Commuting took too long	4	34	5	1	5
l. I was discouraged by low grades	3	32	4	5	5
m. Military service (drafted)	6	43	0	0	0
n. Military service (enlisted)	7	41	0	0	1
o. Lacked interest in my studies	4	19	6	10	10
p. Dismissal for academic failure	4	43	1	0	1
q. Placed on probation for academic reasons	4	38	3	3	1
r. Placed on probation for reasons other than academic	5	42	2	0	0
s. Dismissal for reasons other than academic	4	44	1	0	0
t. Suspended for disciplinary reasons	4	44	1	0	0
u. Other	34	10	0	0	5

Appendix E

Other reasons for discontinuance:

Marketing/Retailing

Religious reasons

New position

Transfer to 4-year college

Motherhood

Change in business hours and position

Data Processing (3)

Had no money so I enlisted in the Army

Other responsibilities

Personal problems

Secretarial Science (2)

Decided to go to work--good job offer

Advanced courses

Trouble with arranging classes--no cooperation

At the time my social life both in and out of college came first and I hardly made my early classes.

Appendix F

BUSINESS SUBJECTS TAKEN BY DROPOUTS AT NASSAU COMMUNITY COLLEGE

Below are business subjects you may have taken at Nassau Community College. 1) Check those business subjects which you took. 2) Follow the code, show to what degree each subject you took prepared you for the job:

DEGREE OR LEVEL OF PREPARATION FOR JOB OBTAINED

	CODE
No opinion.....	(0)
Poor.....	(1)
Fair.....	(2)
Good.....	(3)
Excellent.....	(4)

LIST OF SUBJECTS	SUBJECTS TAKEN	DEGREE OR LEVEL OF PREPARATION				
		0	1	2	3	4
Advertising and Sales Promotion	4	1	0	1	1	1
Business Law I	14	5	0	2	3	4
Business Law II	3	0	0	0	0	3
Business Machines	2	0	0	0	0	2
Business Organization and Management	9	1	1	1	6	0
Computer Programming I - Fortran	7	3	0	0	3	1
Computer Programming II - Cobol	3	1	1	1	0	0
Fashion Accessories and Home Furnishings	1	0	0	1	0	0
Introduction to Computers	8	3	0	1	4	0
Legal Vocabulary	3	1	0	0	1	1
Marketing	10	3	0	1	6	0
Medical Terminology	1	0	1	0	0	0
Personnel Management	2	0	0	0	2	0
Principles of Accounting I	3	2	0	0	0	1
Principles of Accounting II	1	1	0	0	0	0
Principles of Salesmanship	7	0	1	1	3	2
Punched Card Data Processing	5	1	0	1	1	2
Retail Buying	3	1	0	1	1	0
Retail Merchandising	3	1	0	2	0	0
Shorthand I	22	5	3	1	8	5
Shorthand II	12	1	1	0	3	7
Textiles	3	1	0	1	0	1
Typewriting I	18	5	0	1	5	7
Typewriting II	11	2	0	0	4	5

Appendix G

SUGGESTIONS FOR IMPROVING NASSAU BUSINESS CAREER PROGRAMS

COMMENTS	REMAINING STUDENTS			DROPOUT AND TRANSFER STUDENTS		
	Data Processing	Marketing/ Retailing	Secretarial	Data Processing	Marketing/ Retailing	Secretarial Science
Eliminate poor or irrelevant courses	Bus. Org. Systems Punch Card Data Proc.	0	Math Health Concepts 3 Bio. 3 Statist.	0	0	0
Better scheduling; more sections; different hours to avoid conflicts	0	2	8	0	1	0
More electives; freedom to select business or liberal arts courses	2	3	15	0	0	0
More help in finding jobs	3	0	5	0	0	0
Placement test for typing and shorthand	0	0	1	0	1	7
Cooperative work-study programs	0	0	0	0	0	1
Credit for previous work experience	0	0	0	0	1	0
Easier transferability	0	0	0	2	1	0
Other Comments	More computer time Smaller classes Combine litigation and non-litigation Business math and secretarial accounting overlapping			More student participation More key punch machines Preference of shorthand method Better advisement		

Appendix H

INTERVIEW RESPONSES FROM EIGHT 2-YEAR COMMUNITY COLLEGES IN STATE UNIVERSITY OF NEW YORK

	COLLEGE 1	COLLEGE 2	COLLEGE 3	COLLEGE 4
1. How many freshmen are enrolled in Business Career Programs?	500	400	350	350
2. What are the criteria for admission?	70 high school average 2½ years high school math for data processing	73 high school average S.A.T. scores used for placement (no cut-off)	Open door First come First served	R.S.E. scores High school record No minimum
3. Who advises Business Career students?	Counselors and Business faculty	Counselors and Business faculty	General and Business faculty	Counselors and Business faculty
4. What are the main reasons for dropouts?	Academic Financial Loss of interest	Academic Financial Poor attendance	Academic Change of curriculum Enter work world faster	Academic Change of curriculum Loss of interest
5. How can the attrition rate be reduced?	More remedial work Trained college reading specialists More teacher interest	More counseling Unsure	More counseling 1-year programs	More counseling
6. Do dropouts have an exit interview?	Yes. Not strictly enforced.	Yes. Not strictly enforced.	Yes. Not strictly enforced. Business Department not involved	Yes. Not strictly enforced. Business Department not involved

Appendix H
(cont'd)

INTERVIEW RESPONSES FROM EIGHT 2-YEAR COMMUNITY COLLEGES IN STATE UNIVERSITY OF NEW YORK

	COLLEGE 5	COLLEGE 6	COLLEGE 7	COLLEGE 8
1. How many freshmen are enrolled in Business Career Programs?	64	378	250	115
2. What are the criteria for admission?	Open door High school record No minimum	S.A.T. scores minimum combined score of 800 70 high school average	High school record No minimum R.S.E. - S.U.N.Y. admissions examination	Open door First come First served
3. Who advises Business Career students?	Counselors and business faculty	Business faculty	General and business faculty	Counselors and business faculty
4. What are the main reasons for dropouts?	Academic Change of curriculum Enter work world faster	Academic Loss of interest Lack of goals	Academic Loss of interest Enter work world faster	Academic Loss of interest Enter work world faster
5. How can the attrition rate be reduced?	More counseling Closer contact with students Unsure	More counseling Closer contact with students Help classes Co-op training	Lower standards Co-op training Certificate programs	More counseling Closer contact with students
6. Do dropouts have an exit interview?	No.	Yes. Not strictly enforced.	No.	No.

Appendix I

Nassau Community College

GARDEN CITY, NEW YORK PIONEER 2-0600

October 16, 1968

Professor Harriet Strongin and I are researchers in a study under the Vocational Education Act involving our business career students. We are examining attrition factors with a view to minimizing drop-outs.

We would like to visit with you on the morning of November 19, 1968, to discuss your experiences with business career-oriented students.

May we hear from you so that we can plan an itinerary. Any help you give us would be greatly appreciated.

Sincerely,

Dr. Melvin Morgenstein
Division Chairman of Business

MM:jlf

Nassau Community College

GARDEN CITY, NEW YORK PIONEER 2-0600

Division of
Business

October 30, 1968

I hope you have been doing well since you left Nassau Community College. As one of those who entered Nassau in a brand-new business program in September 1967, you can be of great help to us and to future students by giving us your views on a number of important educational matters.

The Business Division of Nassau Community College is interested in improving the programs it offers so that students may be better prepared to enter the commercial field. Therefore, we are evaluating our business career programs by asking those who were enrolled in these areas for their opinions. We are very interested in what you think.

We will be shortly sending you a questionnaire. All we ask is that you answer the questions frankly and return the form to us. All responses will be kept confidential and the only one who will see the completed forms is Dr. Victor Margolis, Assistant Director of Testing and Guidance.

Thank you for your help and feel welcome to visit with us whenever you can.

Sincerely,

Dr. Melvin Morgenstein
Division Chairman

MM:ht

Appendix I

Nassau Community College

GARDEN CITY, NEW YORK PIONEER 2-0600

November 12, 1968

I thought you might like to know some of the questions we expect to ask during our visit. The following is a partial list:

1. How many freshmen are enrolled in business career programs?

2. What are the criteria for admission?

3. Who advises business career students?

4. What are the main reasons for dropouts?

5. How can the attrition rate be reduced?

6. Do dropouts have an exit interview?

As we talk, I'm sure other questions will arise. Thanks for your consideration.

Sincerely,

Dr. Melvin Morgenstein
Division Chairman of Business

MM:jlf

Appendix I

Nassau Community College

GARDEN CITY, NEW YORK PIONEER 2-0600

December 11, 1968

Dear

As one of those who entered Nassau in a brand-new business program in September 1967, you can be of great help to us and to future students by giving us your views on a number of important educational matters.

The Business Division of Nassau Community College is interested in improving the programs it offers so that students may be better prepared to enter the commercial field. Therefore, we are evaluating our business career programs by asking those who are enrolled in these areas for their opinions. We are very interested in what you think.

Enclosed is a questionnaire which we ask you to complete and mail in the enclosed envelope as soon as possible. It should take you no more than twenty minutes to answer the questions. The results will be of enormous help to us and to future business students.

You may respond in pen or pencil. Answer all questions to the best of your ability; insert the completed questionnaire in the enclosed envelope and mail to me. Do not sign your name. All information will be kept confidential.

Thank you for your help. Best wishes for the holidays.

Sincerely,

Dr. Melvin Morgenstein
Division Chairman

MM:jlf
Enclosure

Appendix I

Nassau Community College

GARDEN CITY, NEW YORK PIONEER 2-0600

December 11, 1968

This letter is a follow-up to the one we sent you several weeks ago. At that time, we requested your cooperation in a study we are conducting to improve our business programs.

Enclosed is a questionnaire which we ask you to complete and mail in the enclosed envelope as soon as possible. It should take you no more than twenty minutes to answer the questions. The results will be of enormous help to us and to future business students.

You may respond in pen or pencil. Answer all questions to the best of your ability; insert the completed questionnaire in the enclosed envelope and mail to me. Do not sign your name. All information will be kept confidential.

Thank you for your help. Best wishes for the holidays.

Sincerely,

Dr. Melvin Morgenstein
Division Chairman, Business

MM:jlf
Enclosure

Appendix I

Nassau Community College

GARDEN CITY, NEW YORK PIONEER 2-0600

January 6, 1969

You may recall that we sent you a questionnaire that was designed to help us plan better business programs. Your help is really important.

Since we have not received your completed questionnaire, we assume you have been busy with the holidays, etc. We are most anxious to have your views. In the event you have misplaced or lost the questionnaire, we are enclosing an additional one.

Would you be good enough to complete it now and return it to us in the enclosed self-addressed, stamped envelope. We are grateful for your help.

Sincerely,

Dr. Melvin Morgenstein
Division Chairman, Business

MM:jlf
Enclosure

Appendix J

NASSAU COMMUNITY COLLEGE
Garden City, New York 11530

STUDY OF COLLEGE STUDENT RETENTION AND WITHDRAWAL

PART I - STUDENT OPINIONNAIRE FORM. All responses will be treated in strict confidence.

A. REASONS FOR GOING TO COLLEGE

Some of the reasons students give for going to college are listed below. Looking back to the period before you entered college, show the degree of importance each of the reasons had in influencing your decision to attend college by writing the appropriate code number (o, 1, 2, 3) in column A. Then, write the appropriate code number to show how you now rate the importance of each reason in column B.

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply.....	(0)
Of slight importance.....	(1)
Of moderate importance.....	(2)
Of great importance.....	(3)

REASONS	CODE SYMBOL THEN Column A	NOW Column B
1. I felt a college degree was necessary for the kind of work I wanted to do.....	____	____
2. Business, church, or other community leaders encouraged me to go to college.....	____	____
3. I hoped to make many new friends in college.....	____	____
4. It had always been expected that I would go to college.....	____	____
5. The persons I respected most in my community had gone to college.....	____	____

6. I had serious intellectual curiosities which only college could satisfy.....	___	___
7. I wanted to prepare myself for a better paying job than I would otherwise be able to get.....	___	___
8. I wanted to learn how to get along with other people.....	___	___
9. I hoped to acquire some qualifications for leadership in civic affairs.....	___	___
10. My parents insisted on my going to college.....	___	___
11. Most of my friends were going to college.....	___	___
12. I thought college life would help me to develop socially.....	___	___
13. I had a compelling interest in one particular field in which I wanted to specialize, namely: _____	___	___
14. I wanted to explore several lines of work to see what I would be most interested in.....	___	___
15. I felt I could live an easier life if I had a college education.....	___	___
16. I wanted to find out more about certain fields of knowledge.....	___	___
17. I felt college acquaintances and contacts would prove advantageous in finding a position after graduation.	___	___
18. I thought a college education would enable me to be more influential in community affairs.....	___	___
19. I thought that college would be a good place to meet the type of person I'd like to marry.....	___	___
20. I hoped that college training would enable me to be a better husband or wife.....	___	___
21. I enjoyed studying and wanted to continue academic work.....	___	___
22. There was not much for me to do around home.....	___	___
23. My teachers thought I was good college material.....	___	___

24. In my family young people had always gone to college. ___ ___

25. Other (write in)..... ___ ___

B. REACTIONS TO COLLEGE EXPERIENCES

The statements in this section refer to certain of the facilities and services at Nassau Community College. An attempt is being made in this study to get realistic appraisals by college students themselves of their experiences while in college. If you transferred from one college to another, record your reactions to Nassau Community College only.

Use the following code to show the degree or level of satisfaction you experienced in connection with each facility or service described:

DEGREE OR LEVEL OF SATISFACTION

	CODE
Does not apply to me, or no opinion.....	(0)
Very unsatisfactory.....	(1)
Somewhat unsatisfactory.....	(2)
Fairly satisfactory.....	(3)
Very satisfactory.....	(4)

COLLEGE FACILITIES AND SERVICES	CODE SYMBOL
1. Services of the admissions office prior to enrollment. For example, visits to your high school.....	___
2. Orientation program at the start of my freshman year.....	___
3. Services of my faculty advisor in helping me select my first term courses.....	___
4. Teaching abilities of my instructors.....	___
5. Size of my classes.....	___
6. Opportunity to take elective courses along with required program.....	___
7. Assistance from instructors on "how to study" techniques..	___
8. Assistance from advisors on "how to study" techniques.....	___

9. Assistance from college officials in receiving part-time employment..... ____

10. Opportunity to have private conferences with instructors on academic questions stemming from course work..... ____

11. Opportunity to have private conferences with instructors on personal questions stemming from college life in general ____

12. Opportunity for informal social contacts with faculty members..... ____

13. Services of student personnel department..... ____

14. Opportunity to consult from time to time with advisor..... ____

15. Opportunity to participate in organized student activities outside of the classroom..... ____

16. Quality of help usually available from advisor..... ____

17. Services and facilities of library..... ____

18. Opportunity for informal social contacts with students.... ____

19. Availability of courses and facilities for training in my major field..... ____

20. Availability of occupational information for help in choosing an occupation..... ____

21. Degree of emphasis in college on intellectual and cultural pursuits outside of the classroom..... ____

22. Opportunity to join a fraternal group of my liking..... ____

23. Opportunity to receive help on important spiritual and moral problems..... ____

24. Opportunity to secure loans from the college..... ____

25. Opportunity to compete for scholarship aid..... ____

26. Ability of instructors to set forth clear-cut and interesting course objectives..... ____

27. Recreational facilities on campus..... ____

28. Services of the business office..... ____

29. Services of the registrar's office..... ____

The factors listed below are not necessarily related to college facilities and services. Use the same code.

	CODE SYMBOL
1. College rules relating to social activities.....	____
2. College rules governing academic life, such as class cuts.	____
3. Hazing by students.....	____
4. Customs and practices regarding campus apparel.....	____
5. Emphasis on social fraternities (sororities).....	____
6. General type of students attending the college.....	____
7. General intellectual life around the college.....	____
8. Emphasis on intercollegiate atheletics.....	____
9. Other (write in).....	____

PART II - STUDENT REPORT FORM. Please report on the first five items in this section in terms of your status in the fall of 1967 when you enrolled at Nassau Community College.

1. Status (Fall 1967): Nonveteran _____ Veteran _____

2. Number living brothers and sisters (count a twin as older):
   Number older _____ Number younger _____

3. Date of secondary school graduation: Month _____ Year _____
   If not a graduate, indicate how you qualified for college entrance:
   _____

4. If both parents were deceased, check here _____ and omit item 5.

5. In the table below, check the bracket that represents your best estimate of your parent's or parents' combined 1967 income (wages, interest, salaries, profits, dividends.)

Below - $3,000 _____	$ 6,000 - $ 8,999 _____
$3,001 - $3,999 _____	$ 9,000 - $10,999 _____
$4,000 - $5,999 _____	$11,000 - Over _____

QUESTIONS 6-9 REFER TO PRESENT.

6. Present status: Worker _____ Military Service _____ Other _____

7. If working full-time, check your present weekly salary level:

_____ $60 - $ 80	_____ $101 - $120
_____ $80 - $100	_____ $121 - Over

8. If working full-time, what is your title? _____

9. What are your duties? _____

10. Check the program in the list below in which you had the greatest interest at the time you enrolled at Nassau Community College: (not necessarily the program in which you enrolled.)

____ 1. Accounting	____ 9. Engineering Technology
____ 2. Art	____10. English
____ 3. Biology	____11. General Liberal Arts
____ 4. Business Administration	____12. Health, Physical Education, and Recreation
____ 5. Chemistry	____13. Health Sciences
____ 6. Child Care & Nursery Ed	____14. History & Political Science
____ 7. Data Processing	____15. Marketing
____ 8. Engineering Science	

____16. Math and Computer Science
____17. Music
____18. Nursing & Operating Room Technology
____19. Philosophy
____20. Physics
____21. Police Science
____22. Psychology & Sociology
____23. Retailing
____24. Secretarial Science
____25. Speech and Theatre

10(a) If your major subject changed officially while at Nassau Community College, write the new subject here _____

_____

10(b) Why did you change to a different major subject? _____

10(c) If you transferred to another school after leaving Nassau Community College, write the major in which you enrolled _____

_____

10(d) If this major was different from the one at Nassau Community College, explain why you changed? _____

_____

11(a) We would like to know how your expenses were covered while at Nassau Community College. Write the numbers 1 and 2 next to each of your main sources of income. Number 1 was your highest source of income; number 2 was your next highest source of income.

SOURCE OF FUNDS	COLLEGE EXPENSES
(a) Family.....	_____
(b) Personal earnings.....	_____
(c) Personal savings.....	_____
(d) Scholarship.....	_____
(e) Loan.....	_____

11(b) We would like to know how your living expenses were covered while at Nassau Community College. Write the number 1 and 2 next to each of your main sources of income. Number 1 was your highest source of income; number 2 was your next highest source of income.

SOURCE OF FUNDS	COLLEGE EXPENSES
(a) Family.....	_____
(b) Personal earnings.....	_____
(c) Personal savings.....	_____
(d) Scholarship.....	_____
(e) Loan.....	_____

12. Participation in organized extracurricular activities (write the average number of hours per week you spent on each activity.)

	FRESHMAN YEAR 1st Semester	2nd Semester
(a) Intercollegiate atheletics (player).....	_____	_____
(b) Intramural sports (player).....	_____	_____
(c) Student government (boards, committees, etc.).....	_____	_____
Curriculum related (music, debate, dramatics, publications, business, etc.)		
(d) Institution wide.....	_____	_____
(e) Departmental only.....	_____	_____
TOTAL.....	_____	_____

13. How many hours a week did you work while attending Nassau Community College full-time?

_____ 0 Hours
_____ 1 - 5 Hours
_____ 6 - 10 Hours
_____ 11-15 Hours
_____ Over 15 Hours

14. If you transferred to another college or university, give the date of transfer and the name and address of the institution to which you transferred. If you did not transfer, go directly to question 15.

_____
(Name of Institution)

_____ _____
(month) (year)

_____
(address)

Use the following code to record your feelings or opinions regarding the relative importance of the several listed reasons as they affected your decision to transfer from Nassau Community College. Write the appropriate code symbol after each statement to indicate your reaction.

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply.....	(0)
Of slight importance.....	(1)
Of moderate importance.....	(2)
Of great importance.....	(3)

REASON FOR TRANSFER

	CODE
(a) My curricular interests changed.....	____
(b) My grades were too low to continue.....	____
(c) I wanted to be in a: smaller___; larger___; institution.....	____
(d) I was generally dissatisfied.....	____
(e) I was not interested in what I was studying.....	____
(f) Other (write in).....	____

14(a) Did you transfer to another college primarily because you wanted to attend a college away from home? _____ Yes _____ No

15. If you discontinued college attendance, check the statement below that best represents your intention at the time of discontinuance in column A. In column B check the statement that best represents your intention now.

	Column A THEN	Column B NOW
(a) No plans to attend college again.....	_____	_____
(b) Plans to resume college work later.....	_____	_____
(c) Undecided regarding future plans to attend college.....	_____	_____

16. Regardless of how you checked item 15, column A, indicate the relative importance of each of the listed reasons for discontinuing college attendance. Use the following code.

Appendix J
(Cont'd)

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply....	(0)
Of slight importance.....	(1)
Of moderate importance.....	(2)
Of great importance.....	(3)

REASON FOR DISCONTINUANCE	CODE
(a) Illness or physical disability (self).....	____
(b) Illness or physical disability (family).....	____
(c) Financial (self).....	____
(d) Financial (family).....	____
(e) I found college work too difficult.....	____
(f) I was needed at home.....	____
(g) I had marital difficulties.....	____
(h) I took a full-time job.....	____
(i) I was lonesome and unhappy.....	____
(j) I planned to be married soon.....	____
(k) Commuting took too long.....	____
(l) I was discouraged by low grades.....	____
(m) Military service (drafted).....	____
(n) Military service (enlisted).....	____
(o) I lacked interest in my studies.....	____
(p) Dismissal for academic failure.....	____
(q) Placed on probation for academic reasons.....	____
(r) Placed on probation for reasons other than academic.....	____
(s) Dismissal for reasons other than academic.....	____
(t) Suspended for disciplinary reasons.....	____
(u) Other (write in).....	____

17. Did you secure a job (full-time or part-time) after leaving Nassau Community College? _____ Yes _____ No
If you answered no, go directly to item 21.

18. If yes, what was the title of the job? _____

19. Did Nassau Community College assist you in securing this job?
_____ Yes _____ No
If yes, check the item showing how you were assisted:

_____ One of my instructors helped me.
_____ My Department Chairman helped me.
_____ My Business Department Advisor helped me.
_____ Someone in the Student Personnel Office helped me.
_____ Someone else at the college helped me.

20. Below are business subjects you may have taken at Nassau Community College. 1) Check those business subjects which you took. 2) Following the code, show to what degree each subject you took prepared you for the job:

DEGREE OR LEVEL OF PREPARATION FOR JOB OBTAINED

	CODE
No opinion.....	(0)
Poor.....	(1)
Fair.....	(2)
Good.....	(3)
Excellent.....	(4)

	SUBJECTS TAKEN	CODE
(a) Advertising and Sales Promotion.....	_____	___
(b) Business Law I.....	_____	___
(c) Business Law II.....	_____	___
(d) Business Machines.....	_____	___
(e) Business Organization & Management.....	_____	___
(f) Computer Programming I - Fortran.....	_____	___
(g) Computer Programming II - Cobol.....	_____	___
(h) Fashion Accessories & Home Furnishings.....	_____	___
(i) Introduction to Computers.....	_____	___
(j) Legal Vocabulary.....	_____	___

(k) Marketing..... _____ ___

(l) Medical Terminology..... _____ ___

(m) Personnel Management..... _____ ___

(n) Principles of Accounting I..... _____ ___

(o) Principles of Accounting II..... _____ ___

(p) Principles of Salesmanship..... _____ ___

(q) Punched Card Data Processing..... _____ ___

(r) Retail Buying..... _____ ___

(s) Retail Merchandising..... _____ ___

(t) Shorthand I..... _____ ___

(u) Shorthand II..... _____ ___

(v) Textiles..... _____ ___

(w) Typewriting I..... _____ ___

(x) Typewriting II..... _____ ___

21. State what you liked and/or did not like about the Business program(s) in which you were enrolled at Nassau Community College. _____

_____

_____

_____

_____

22. What suggestions do you have for improving the Business program(s) in which you were enrolled at Nassau Community College. _____

_____

_____

_____

Thank you for your help. Please put the completed questionnaire in the self-addressed envelope enclosed and mail.

Appendix K

NASSAU COMMUNITY COLLEGE
Stewart Avenue
Garden City, New York 11530

STUDY OF COLLEGE STUDENT RETENTION AND WITHDRAWAL

PART I - STUDENT OPINIONNAIRE FORM. All responses will be treated in strict confidence.

A. REASONS FOR GOING TO COLLEGE

Some of the reasons students give for going to college are listed below. Looking back to the period before you entered college, show the degree of importance each of the reasons had in influencing your decision to attend college by writing the appropriate code number (0, 1, 2, 3) in column A. Then, write the appropriate code number to show how you now rate the importance of each reason in column B.

DEGREE OR LEVEL OF IMPORTANCE

	CODE
Of no importance, or does not apply.....	(0)
Of slight importance.....	(1)
Of moderate importance.....	(2)
Of great importance.....	(3)

		CODE SYMBOL Column A THEN	Column B NOW
1.	I felt a college degree was necessary for the kind of work I wanted to do.....	_____	_____
2.	Business, church, or other community leaders encouraged me to go to college.....	_____	_____
3.	I hoped to make many new friends in college.....	_____	_____
4.	It had always been expected that I would go to college.....	_____	_____
5.	The persons I respected most in my community had gone to college.....	_____	_____
6.	I had serious intellectual curiosities which only college could satisfy.....	_____	_____

7.	I wanted to prepare myself for a better paying job than I would otherwise be able to get.....	____	____
8.	I wanted to learn how to get alone with other people.....	____	____
9.	I hoped to acquire some qualifications for leadership in civic affairs.....	____	____
10.	My parents insisted on my going to college.....	____	____
11.	Most of my friends were going to college.....	____	____
12.	I thought college life would help me to develop socially.....	____	____
13.	I had a compelling interest in one particular field in which I wanted to specialize, namely: _____	____	____
14.	I wanted to explore several lines of work to see what I would be most interested in.....	____	____
15.	I felt I could live an easier life if I had a college education.....	____	____
16.	I wanted to find out more about certain fields of knowledge.....	____	____
17.	I felt college acquaintances and contacts would prove advantageous in finding a position after graduation.....	____	____
18.	I thought a college education would enable me to be more influential in community affairs.....	____	____
19.	I thought that college would be a good place to meet the type of person I'd like to marry.....	____	____
20.	I hoped that college training would enable me to be a better husband or wife.....	____	____
21.	I enjoyed studying and wanted to continue academic work.....	____	____
22.	There was not much for me to do around home.....	____	____
23.	My teachers thought I was good college material..	____	____
24.	In my family young people had always gone to college.....	____	____
25.	Other (write in).....	____	____

Appendix K

B. REACTIONS TO COLLEGE EXPERIENCES

The statements in this section refer to certain of the facilities and services at Nassau Community College. An attempt is being made in this study to get realistic appraisals by college students themselves of their experiences while in college. If you transferred from one college to another, record your reactions to Nassau Community College only.

Use the following code to show the degree or level of satisfaction you experienced in connection with each facility or service described:

DEGREE OR LEVEL OF SATISFACTION

	CODE
Does not apply to me, or no opinion.....	(0)
Very unsatisfactory.....	(1)
Somewhat unsatisfactory.....	(2)
Fairly satisfactory.....	(3)
Very satisfactory.....	(4)

COLLEGE FACILITIES AND SERVICES	CODE SYMBOL
1. Services of the admissions office prior to enrollment for example, visits to your high school.....	_____
2. Orientation program at the start of my freshman year....	_____
3. Services of my faculty advisor in helping me select my first-term courses.....	_____
4. Teaching abilities of my instructors.....	_____
5. Size of my classes.....	_____
6. Opportunity to take elective courses along with required program.....	_____
7. Assistance from instructors on "how to study" techniques	_____
8. Assistance from advisors on "how to study" techniques...	_____
9. Assistance from college officials in receiving part-time employment.....	_____
10. Opportunity to have private conference with instructors on academic questions stemming from course work.....	_____
11. Opportunity to have private conferences with instructors on personal questions stemming from college life in general.....	_____

12. Opportunity for informal social contacts with faculty members..... _____

13. Services of student personnel department..... _____

14. Opportunity to consult from time to time with advisor... _____

15. Opportunity to participate in organized student activities outside of the classroom..... _____

16. Quality of help usually available from advisor..... _____

17. Services and facilities of library..... _____

18. Opportunity for informal social contacts with students.. _____

19. Availability of courses and facilities for training in my major field..... _____

20. Availability of occupational information for help in choosing an occupation..... _____

21. Degree of emphasis in college on intellectual and cultural pursuits outside of the classroom..... _____

22. Opportunity to join a fraternal group of my liking..... _____

23. Opportunity to receive help on important spiritual and moral problems..... _____

24. Opportunity to secure loans from the college..... _____

25. Opportunity to compete for scholarship aid..... _____

26. Ability of instructors to set forth clear-cut and interesting course objectives..... _____

27. Recreational facilities on campus..... _____

28. Services of the business office..... _____

29. Services of the registrar's office..... _____

The factors listed below are not necessarily related to college facilities and services. Use the same code.

1. College rules relating to social activities..... _____

2. College rules governing academic life, such as class cuts..... _____

3. Hazing by students..... _____

4. Customs and practices regarding campus apparel..... _____

5. Emphasis on social fraternities (sororities)..... _____

6. General type of students attending the college..... _____

7. General intellectual life around the college..... _____

8. Emphasis on intercollegiate athletics..... _____

9. Other (write in)..... _____

PART II - STUDENT REPORT FORM. Please report on the first five items in this section in terms of your status in the Fall of 1967 when you enrolled at Nassau Community College.

1. Status (Fall 1967): Nonveteran _____ Veteran _____

2. Number living brothers and sisters (count a twin as older):
Number older _____ Number younger _____

3. Date of secondary school graduation: Month _____ Year _____
If not a graduate, indicate how you qualified for college entrance:
_____

4. If both parents were deceased, check here _____ and omit item 5.

5. In the table below, check the bracket that represents your best estimate of your parent's or parents' combined 1967 income (wages, interest, salaries, profits, dividends.)

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$3,001 - $3,999 _____	$ 9,000 - $10,999 _____
$4,000 - $5,999 _____	$11,000 - Over _____

6. Check the program in the list below in which you had the greatest interest at the time you enrolled at Nassau Community College; (not necessarily the program in which you enrolled.)

____ 1. Accounting	____ 9. Engineering Technology
____ 2. Art	____10. English
____ 3. Biology	____11. General Liberal Arts
____ 4. Business Administration	____12. Health, Physical Education, and Recreation
____ 5. Chemistry	
____ 6. Child Care & Nursery Ed	____13. Health Sciences
____ 7. Data Processing	____14. History & Political Science
____ 8. Engineering Science	____15. Marketing

____16. Math & Computer Science
____17. Music
____18. Nursing & Operating Room Terminology
____19. Philosophy
____20. Physics
____21. Police Science
____22. Psychology & Sociology
____23. Retailing
____24. Secretarial Science
____25. Speech and Theatre

7(a) We would like to know how your college expenses were covered while at Nassau Community College. Write the numbers 1 and 2 next to each of your main sources of income. Number 1 was your highest source of income; number 2 was your next highest source of income.

SOURCE OF FUNDS	COLLEGE EXPENSES
(a) Family.....	_____
(b) Personal earnings.....	_____
(c) Personal savings.....	_____
(d) Scholarship.....	_____
(e) Loan.....	_____

7(b) We would like to know how your living expenses were covered while at Nassau Community College. Write the numbers 1 and 2 next to each of your main sources of income. Number 1 was your highest source of income; number 2 was your next highest source of income.

SOURCE OF FUNDS	COLLEGE EXPENSES
(a) Family.....	_____
(b) Personal earnings.....	_____
(c) Personal savings.....	_____
(d) Scholarship.....	_____
(e) Loan.....	_____

8. Participation in organized extracurricular activities (write the average number of hours per week you spent on each activity.)

	FRESHMAN YEAR 1st Semester	2nd Semester
(a) Intercollegiate atheletics (player).....	_____	_____
(b) Intramural sports (player).....	_____	_____

(c) Student government (boards, committees, etc.)..... _____ _____

Curriculum related (music, debate, dramatics, publications, business, etc.)

(d) Institution wide..... _____ _____

(e) Departmental only..... _____ _____

TOTAL..... _____ _____

9. How many hours a week do you work?

_____ 0 Hours
_____ 1- 5 Hours
_____ 6-10 Hours
_____ 11-15 Hours
_____ Over 15 Hours

10. State what you like and/or do not like about Business program in which you are enrolled at Nassau Community College _____

_____

_____

_____

11. What suggestions do you have for improving the Business program in which you are enrolled at Nassau Community College? _____

_____

_____

_____

THANK YOU FOR YOUR HELP.